



## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Lynda Parker	Assistant Principal	LJParker@cps.edu	Has access
Eric Stackhouse	Math Teacher	emstackhouse@cps.edu	No Access
Ashley Turner	Science Teacher	aturner16@cps.edu	No Access
Jungsun Moon	English Teacher	jmoon1@cps.edu	No Access
James Staros	History Teacher	jdstaros@cps.edu	No Access
Jiwon Chun	Art Teacher	jchun@cps.edu	No Access
Benjamin Washington	Music Teacher	bwashington@cps.edu	No Access
Marian Dozier	Diverse Learner Case Manager	medozier@cps.edu	No Access
Elisabet Ramirez Garcia	World Language Teacher	eramirez7@cps.edu	No Access
Cindy Sanders	School Counselor	cnsanders@cps.edu	No Access
Culumber Ball	Physical Education Teacher	cball@cps.edu	No Access
Sherolyn Shaw	Parent	sherolyn.shaw@gmail.com	No Access
Deluiz Taylor	Parent	mercia_price1@yahoo.com	No Access
Ethel Warren	Parent	ediewarren45@yahoo.com	No Access
Diana Washington	Parent	dimples357@gmail.com	No Access
David Narain	Principal	dnarain@cps.edu	Has access

### Team meetings

Date	Participants	Topic
02/17/2016	Admin, CIWP Team members (teachers)	SEF
02/17/2016	Admin, Parents, students and community	SEF
04/05/2016	Admin, Parents, students and community	Discussion of priorities and action steps
04/08/2016	Admin, CIWP Team members (teachers)	Selection of priorities and discussion of action steps; discussion of process moving forward

## School Excellence Framework

### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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

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5 Essentials data shows a need for improvement in principal-teacher relationships and communication. Specifically, we are rated Weak in Teacher-Principal Trust, Teacher Influence, and Instructional Leadership. Program Coherence is rated as Neutral.

### Guide for Leadership & Collective Responsibility

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

### Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

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ILT has become self-led (run by teachers and separate from administration). Agendas, norms, and action items are utilized with consistency. The ILT professional learning cycle is being implemented, however there is a disconnect between what is being asked for by the ILT and what is being observed in the classroom. The ILT will continue to strive to support and develop teachers around the implementation of close reading as a strategy for improving the literacy skills of our students. 5Essentials Instructional Leadership is rated as Weak.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

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

**Professional Learning:**

Score

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

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All core departments, plus World Language and Diverse Learners, have common planning time. The flex PD schedules allows for additional professional development time on alternate Wednesdays. Safe practice is a part of the ILT professional learning cycle. More work is needed for teachers to initiate and get involved with their own PD, and in the area of new teacher induction and mentoring. SQRP Growth is Weak, and Attainment is Average. 5Essentials Collaborative Teachers is rated as Weak.

**Guide for Professional Learning**

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

**Evidence, Measures, and Standards**

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

#### Aligned Resources:

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

Score

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The budget is aligned to the CIWP and no purchases are made that do not align to a CIWP priority. Due to low turnover and summer scheduling, hiring teams have not always been in place. More work is needed in partnering with community members and organizations. Teacher retention rates are high, with the only vacancies coming from retirements. 5Essentials Collaborative Teachers is rated as Weak.

#### Guide for Aligned Resources

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

#### Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

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A common template is in place for curriculum and unit plans. Curricula have been aligned horizontally and vertically. More work is needed in utilizing big ideas so that curricula are built for depth of coverage rather than scope. SQRP Attainment is Average, and Growth is Weak. Although 5Essentials Ambitious Instruction is rated Strong, Effective Leaders is rated Weak and Collaborative Teachers is rated Weak.

### 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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.

- Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

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We have made great strides with regard to access to technology (computer labs, chromebook carts, graphing calculators). Many textbooks in use are outdated. More work is needed in the area of student choice with regard to instructional materials. SQRP Attainment is Average, and Growth is Weak.

## Guide for Instructional Materials

### Instructional materials (including technology) are.....

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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

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Looking at student work is a part of the ILT professional learning cycle but is still a long way from becoming a regular part of the work of course teams and departments. The ILT will continue to push for the strengthening of this protocol. The work around close reading as a schoolwide strategy is beginning to take hold as more teachers are learning how to connect this tool to their curricula. Math tasks are beginning to reflect the key shifts, but there is still much work to be done with regard to teacher philosophy and adjusting the curricula. 5Essentials Ambitious Instruction is rated Strong.

### Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards



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

More structures were put into place to better transition students into the school from 8th grade (commitment night, shadow day, freshmen orientation, freshmen parent meetings, grade level team meetings, etc.). Even more structures are in place to ensure that students are ready to transition to the next level (college). We have a senior seminar course, and multiple workshops are offered in the areas of financial aid planning and college applications. College tours have been offered (almost) monthly this year to schools in the Chicagoland area and surrounding states. College Enrollment is at 86%, Persistence at 86%, Drop Out at 1.9%, and Attendance at 93%.

### Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to

- narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

Score

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.

1 2 **3** 4

Teachers scored themselves high in this area. Further work (as evidenced by REACH observation data) needs to be done in the area of promoting student questioning and discussion. Teachers have also self-identified student engagement as an area of improvement. This is supported by the (lack of) student growth data on standardized test measures (SQRP Growth is Weak). SQRP Attainment is Average. 5Essentials Ambitious Instruction is rated as Strong, and so is Supportive Environment.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.

- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

The school has made great strides this year on implementation of MTSS, with the advent of teacher grade-level team meetings, which are held during flex PD time. Teachers have identified students in need of intervention and designed strategies to both monitor and impact student success. We still have work to do with regard to documenting the system and better delineating how students move from one tier to another. SQRP Attainment is Average, and Growth is Weak. However, Attendance is high and course failure rates are low. 5Essentials Collaborative Teachers is rated Weak.

### 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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

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

Score

1 2 3 4

While we do have a very clear grading policy in place, it is not consistently implemented. Students have raised concerns about unfair grading practices, and teachers are still struggling with figuring out how to separate grades from behavior. More professional development is needed around both grading practices and measuring actual student growth. SQRP Attainment is Average, and Growth is Weak.

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

1 2 3 4

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.

Teachers (and to some extent, students) report that culture for learning is low with many students (not all), especially for a selective enrollment school. This is evidenced by students choices in rigorous courses, and their satisfaction with earning minimal grades. While instruction may be ambitious, there seems to be a disconnect with some students. 5Essentials Ambitious Instruction is Strong, but SQRP Attainment is Average and Growth is Weak. Collaborative Teachers is also rated Weak.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and

- goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 2 **3** 4

Trusting relationships are high in the building, as evidenced by 5 Essentials data. However, there is still some work to do with regard to diversity and recognizing all cultures within our student body. Teacher-principal trust is still a work in progress. 5Essentials Supportive Environment is rated Strong.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

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

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

Score

1 2 3 4

While there are a wide variety of extracurricular activities, they do not necessarily give voice to the student body. Most students do not know who their student government reps are, and the Student Government Association does not voice or advocate improvements for the school. There is also still work to be done with regard to giving access to more rigorous courses.

### 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
Measures	✓ MVMS Student Survey completion rates and results
	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

**Safety & Order:**

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

Score

1 2 **3** 4

5 Essentials and school discipline data reflect that the school is a safe and orderly environment. With that being said, there is still work to be done as some misconduct does still occur. Although Safety is rated Weak on 5Essentials, drilling deeper indicates that this is from questions relating to traveling to and from school, not inside the school. Supportive Environment is rated Strong.

**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	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

**Restorative Approaches to Discipline:**

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring

Score

1 2 **3** 4



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.

The school is actually a leader when it comes to implementing restorative approaches to discipline, however the teachers and staff report that they need more professional development to better understand what restorative justice is. This resulted in a low score in this domain; however, our incident to suspension ratio is low. 5Essentials Supportive Environment is rated Strong. Misconduct data is extremely low in comparison to other schools in the District.

### 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

#### Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

#### Score

1 2 3 4

Given that (being a selective enrollment school) many of our families do not live in the immediate area, we are constantly struggling with increasing parent involvement. However, we do have a functioning PAC and a PTO for the first time. Staff need to work on engaging parents, as opposed to assuming that they will not become involved. 5Essentials Involved Families did rate Strong, however Parent Influence is Neutral.

## Guide for Parent Partnership

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

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

2 Culture of & Structure for Continuous Improvement: Aligned Resources

1	2	3	4	5	0
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2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
2	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Highschool)

7 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>My Voice, My School 5 Essentials Survey</b>				
Waiting on results.	(Blank)	(Blank)	(Blank)	(Blank)
<b>National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
Waiting on EPAS decision.	64.00	(Blank)	(Blank)	(Blank)
<b>African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
Waiting on EPAS decision.	57.00	(Blank)	(Blank)	(Blank)
<b>Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
Waiting on EPAS decision.	(Blank)	(Blank)	(Blank)	(Blank)

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

Waiting on EPAS decision.	(Blank)	(Blank)	(Blank)	(Blank)
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**Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

Waiting on EPAS decision.	(Blank)	(Blank)	(Blank)	(Blank)
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**National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments**

Waiting on EPAS decision.	68.00	(Blank)	(Blank)	(Blank)
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**Freshmen On-Track Rate**

With a population of about 180 freshmen, a movement of 2-3 percentage points amounts to just 3-5 students. This is definitely an achievable goal for us.	92.50	92.00	95.00	97.00
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**4-Year Cohort Graduation Rate**

This year our numbers were impacted negatively by the Class of 2015, whose graduation rate suffered immensely due to the Hadiya Pendleton tragedy and other internal strife at the school (multiple administrations over four years). This year, we hope to resume the forward progress that we were making in the past. We are focusing our initiatives to ensure that every student is supported on the way to successful graduation.	88.90	80.70	85.00	90.00
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**1-Year Dropout Rate**

The argument is the same as for the graduation rate. Our numbers took a hit with the Class of 2015, and we hope to continue our downward trend on dropout rate. We are also being much more careful and attentive with regard to coding our transfers out correctly.	1.40	1.90	1.00	0.80
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**College Enrollment Rate**

We anticipate that these numbers will continue to grow as we improve our academic culture and support students on the way to successful graduation.	82.40	86.20	89.00	92.00
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**College Persistence Rate**

As we improve our success with preparing students for college, we should see our persistence rates rise.	83.60	85.80	88.00	90.00
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**Average Daily Attendance Rate**

Changing the academic culture also means that our students will be more apt to enjoy school and want to be here. We have already put systems in place to improve our attendance and bring it close to the 95% threshold. With additional structures and supports, we can look at how to move us over that mark.	92.70	94.30	96.00	97.00
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Custom metrics

5 of 5 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
OSS per 100 (all students)				
The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 7% annually.	4.42	1.76	1.64	1.52

OSS per 100 (Diverse Learners only)

The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.

8.39

1.65

1.42

1.22

Number of Group 4, 5, 6 Infractions

This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.

38.00

19.00

18.00

16.00

Use of Codes 3-6 and 4-9

This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary and no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is maintain this metric at zero annually.

2.00

0.00

0.00

0.00

% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken

This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 70% over a 3-year period.

33.30

19.10

50.00

60.00

Strategies

Strategy 1

If we do...

Increase capacity for teachers to deliver high quality, engaging lessons by refining curricula to 1) identify essential understandings in each course and 2) center instruction around authentic connections with each learning task.

...then we see...

improved student engagement with rigorous curricula, inspiring them to think and contribute high quality work toward their own learning.

...which leads to...

improved levels of student growth and attainment on interim and standardized test measures. Average growth for a class between interim assessments will be 10% for each content area measured (Math, Science, English, Reading). Growth between EOY assessments will be set once CPS establishes these measures. AP success rates should improve in each AP class by 10% more students receiving a passing score than in 2015-16.

Tags:

Teacher Teams/Collaboration, Academic gain, Curriculum maps, Academic perfor, Cycles of continuous improvement, Student achievement

Area(s) of focus:

1, 2, 4

Action step	Responsible	Timeframe	Evidence for status	Status
Schedule summer work sessions for course teams to work together around curriculum refinement, identifying essential outcomes, and alignment with authentic learning tasks	Administration, department chairs, course team leads	Jun 1, 2016 to Jun 21, 2016	Summer Course team meeting schedule set	Cancelled
Ensure common planning time for all core course teams.	Administration	Jul 1, 2016 to Jul 31, 2016	Master schedule	Completed
Revise course team meeting Google doc to include specific prompts for work around authentic connections	Administration	Jul 1, 2016 to Jul 31, 2016	Completed Google doc	Completed
ILT meets over summer to revisit TIA and Powerful Practice	ILT	Aug 15, 2016 to Aug 26, 2016	ILT meeting notes	Completed
Develop PD plan for entire school year around revised TIA and PP	ILT	Aug 29, 2016 to Sep 2, 2016	PD plan	Completed
Create writing prompt and rubric to measure school-wide baseline data around writing	ILT	Sep 6, 2016 to Sep 16, 2016	Writing prompt with rubric	Completed
Administer writing prompt to 9th, 10th, and 11th graders as part of interim testing	ILT	Sep 12, 2016 to Sep 16, 2016	Writing samples for all 9th - 11th graders	Completed
Grade writing prompts to create baseline data	All teachers	Sep 19, 2016 to Sep 30, 2016	Baseline data from writing prompts	Completed
Share baseline writing data with staff	ILT	Oct 3, 2016 to Oct 7, 2016	Shared spreadsheet with data	On-Track

## Strategy 2

If we do...

...then we see...

...which leads to...

Integrate interim assessments and formative assessment strategies into instruction to monitor the effect of teaching on student learning.	Proper diagnosis of student misunderstanding so that instruction that can be tailored to the needs of individual students, and higher levels of student engagement with content.	Improved levels of student growth and attainment on interim and standardized test measures. Student engagement shall be measured by student surveys, which should be implemented at the end of each unit. The goal
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will be 85% of students reporting that they understand the relevance of the unit content to their college pathway. Average growth for a class between interim assessments will be 10% for each content area measured (Math, Science, English, Reading). Growth between EOY assessments will be set once CPS establishes these measures.

Tags:

Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement

Area(s) of focus:

2, 4

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Revise course team meeting Google doc to include specific steps around preparing students for formative assessments	Administration	Jul 1, 2016 to Jul 31, 2016	Completed Google doc	Completed
Meet with Academic Approach to discuss how SAT skills will be implemented into interim assessment structure for King.	Administration	Jun 27, 2016 to Jul 8, 2016	Completed meeting	Completed
Assign students to cohorted core classes in based on Academic Approach interim assessment results from 2015-16	Administration	Jul 1, 2016 to Jul 31, 2016	Master schedule	Completed
Engage staff in professional development around the redesigned SAT	Administration	Aug 29, 2016 to Sep 2, 2016	Completed SAT PD modules	Completed
Engage Academic Approach to provide PD for staff on AA implementation of assessments for 2016-17	Administration	Aug 29, 2016 to Sep 2, 2016	PD agenda	Completed
Administer PSAT 9, PSAT 10, and full length SAT to 9th-11th graders	Administration	Sep 12, 2016 to Sep 16, 2016	Baseline SAT data for all 9th-11th graders	Completed
Engage Academic Approach for PD to help teachers analyze data from test administration	Administration	Sep 19, 2016 to Sep 23, 2016	Goals for each course team around improving data in their content area for the next testing iteration	Completed
Meet with course teams to align expectations around setting and achieving student growth targets for the next iteration of testing.	Administration	Sep 26, 2016 to Oct 28, 2016	Feedback from course team meetings	On-Track

Course teams meet weekly to monitor self-generated data on progress toward meeting student growth targets	Course Teams	Oct 31, 2016 to Dec 2, 2016	Course team meeting notes	Not started
Implement second iteration of SAT Testing in grades 9-11	Academic Approach/Administration	Dec 15, 2016 to Dec 15, 2016	Assessment data from testing	Not started
Academic Approach provides professional development to analyze second round of data	Academic Approach	Dec 20, 2016 to Dec 20, 2016	Feedback from AA professional development	Not started

### Strategy 3

If we do...

Implement a clear grading policy and refine teacher practice so that grades are based on a set of clearly defined standards, separate from behavior and work ethic.

...then we see...

grades that are more reflective of student ability with regard to standards mastery

...which leads to...

improved student connection to content and a greater focus on skills attainment rather than work completion, thereby improving the level of academic culture for learning in the student body. This shall be measured by an improvement in average GPA for each grade level (current schoolwide average is 2.4), and improvements in the on-track rates for both freshmen and sophomores (2% gain for each over previous SY EOY measure).

Tags:

On track, Balanced grading and assessment, Gpa, Student achievement

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Refine grading policy to be more specific around punitive grading practices	Administration	Jul 1, 2016 to Jul 31, 2016	Updated grading policy	Completed
Publicize grading policy with students and parents during orientations and parent meetings.	Administration	Aug 29, 2016 to Sep 16, 2016	Policy included in handbooks and as part of handouts for meetings	Completed
Create pilot group of teachers to begin using Proficiency Based Learning in one of their classes	Teacher Leaders	Aug 29, 2016 to Sep 2, 2016	Agreement between teachers to try PBL in one of their courses	Completed
Develop PBL rubrics and policies to include in syllabi for pilot group	Teacher Leaders	Aug 29, 2016 to Sep 2, 2016	Syllabi with PBL practices included	Completed
Meet with PBL team to check on progress and to refine practice	Administration, PBL Team	Oct 3, 2016 to Oct 7, 2016	Agreements to refine PBL practices as needed	Completed



PBL team creates document to share with students and teachers to share their learnings and adjustments that have occurred since beginning the pilot

PBL Lead

Oct 10, 2016 to Oct 21, 2016

Completed document distributed to all parents and students

On-Track

#### Strategy 4

If we do...

Establish a system (preferably online) whereby students can set their own learning goals and monitor and track their own progress toward those goals. Teachers will work together to establish 5-7 major categories of learning in each core content area (Math, Science, English, History), which students will self-assess over the course of the school year using the established system. The system will also include socio-emotional goals that will be established in collaboration with the student, parent, teachers, administrators, social worker and case manager as necessary.

...then we see...

A greater connection for students with their learning, and the establishment of a growth mindset for students.

...which leads to...

Higher levels of attendance (as measured by grade-level attendance rates), and higher levels of achievement for students, as measured by average GPA, interim and EOY assessments. Average growth for a class between interim assessments will be 10% for each content area measured (Math, Science, English, Reading). Growth between EOY assessments will be set once CPS establishes these measures. There will be a reduction in high level (4, 5 or 6) misconduct numbers. There will be a reduction in the number of students exhibiting severe socio-emotional concerns (cutting, attempted suicide, depression, anxiety).

Tags:

Assessment, Attendance, Gpa, Discipline, Student achievement, Culture for learning

Area(s) of focus:

4

Action step

Responsible

Timeframe

Evidence for status

Status

Create survey to capture demographic, socio-emotional, and learning metrics from incoming freshmen

Administration

Jul 1, 2016 to Jul 31, 2016

Completed survey

Behind

Administer counseling survey to students to gather socio-emotional and college/career goal data

Counselor

Sep 6, 2016 to Sep 23, 2016

Completed surveys

On-Track

#### Action Plan

District priority and action step	Responsible	Start	End	Status
<p><b>+</b> Schedule summer work sessions for course teams to work together around curriculum refinement, identifying essential outcomes, and alignment with authentic learning tasks            Tags: Teacher Teams/Collaboration, Academic gain, Curriculum maps, Academic perfor, Cycles of continuous improvement, Student achievement</p>	Administration, department chairs, course team leads	Jun 1, 2016	Jun 21, 2016	Cancelled
<p><b>+</b> Ensure common planning time for all core course teams.            Tags: Teacher Teams/Collaboration, Academic gain, Curriculum maps, Academic perfor, Cycles of continuous improvement, Student achievement</p>	Administration	Jul 1, 2016	Jul 31, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ Revise course team meeting Google doc to include specific prompts for work around authentic connections</p> <p>Tags: Teacher Teams/Collaboration, Academic gain, Curriculum maps, Academic perfor, Cycles of continuous improvement, Student achievement</p>	Administration	Jul 1, 2016	Jul 31, 2016	Completed
<p>✦ ILT meets over summer to revisit TIA and Powerful Practice</p> <p>Tags: Teacher Teams/Collaboration, Academic gain, Curriculum maps, Academic perfor, Cycles of continuous improvement, Student achievement</p>	ILT	Aug 15, 2016	Aug 26, 2016	Completed
<p>✦ Develop PD plan for entire school year around revised TIA and PP</p> <p>Tags: Teacher Teams/Collaboration, Academic gain, Curriculum maps, Academic perfor, Cycles of continuous improvement, Student achievement</p>	ILT	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Create writing prompt and rubric to measure school-wide baseline data around writing</p> <p>Tags: Teacher Teams/Collaboration, Academic gain, Curriculum maps, Academic perfor, Cycles of continuous improvement, Student achievement</p>	ILT	Sep 6, 2016	Sep 16, 2016	Completed
<p>✦ Administer writing prompt to 9th, 10th, and 11th graders as part of interim testing</p> <p>Tags: Teacher Teams/Collaboration, Academic gain, Curriculum maps, Academic perfor, Cycles of continuous improvement, Student achievement</p>	ILT	Sep 12, 2016	Sep 16, 2016	Completed
<p>✦ Grade writing prompts to create baseline data</p> <p>Tags: Teacher Teams/Collaboration, Academic gain, Curriculum maps, Academic perfor, Cycles of continuous improvement, Student achievement</p>	All teachers	Sep 19, 2016	Sep 30, 2016	Completed
<p>✦ Share baseline writing data with staff</p> <p>Tags: Teacher Teams/Collaboration, Academic gain, Curriculum maps, Academic perfor, Cycles of continuous improvement, Student achievement</p>	ILT	Oct 3, 2016	Oct 7, 2016	On-Track
<p>✦ Revise course team meeting Google doc to include specific steps around preparing students for formative assessments</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Administration	Jul 1, 2016	Jul 31, 2016	Completed
<p>✦ Meet with Academic Approach to discuss how SAT skills will be implemented into interim assessment structure for King.</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Administration	Jun 27, 2016	Jul 8, 2016	Completed
<p>✦ Assign students to cohorted core classes in based on Academic Approach interim assessment results from 2015-16</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Administration	Jul 1, 2016	Jul 31, 2016	Completed
<p>✦ Engage staff in professional development around the redesigned SAT</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Administration	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Engage Academic Approach to provide PD for staff on AA implementation of assessments for 2016-17</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Administration	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Administer PSAT 9, PSAT 10, and full length SAT to 9th-11th graders</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Administration	Sep 12, 2016	Sep 16, 2016	Completed
<p>✦ Engage Academic Approach for PD to help teachers analyze data from test administration</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Administration	Sep 19, 2016	Sep 23, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ Meet with course teams to align expectations around setting and achieving student growth targets for the next iteration of testing.</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Administration	Sep 26, 2016	Oct 28, 2016	On-Track
<p>✦ Course teams meet weekly to monitor self-generated data on progress toward meeting student growth targets</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Course Teams	Oct 31, 2016	Dec 2, 2016	Not started
<p>✦ Implement second iteration of SAT Testing in grades 9-11</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Academic Approach/Administration	Dec 15, 2016	Dec 15, 2016	Not started
<p>✦ Academic Approach provides professional development to analyze second round of data</p> <p>Tags: Teacher Teams/Collaboration, Instruction, Academic gain, Reach, Cycles of continuous improvement, Student achievement</p>	Academic Approach	Dec 20, 2016	Dec 20, 2016	Not started
<p>✦ Refine grading policy to be more specific around punitive grading practices</p> <p>Tags: On track, Balanced grading and assessment, Gpa, Student achievement</p>	Administration	Jul 1, 2016	Jul 31, 2016	Completed
<p>✦ Publicize grading policy with students and parents during orientations and parent meetings.</p> <p>Tags: On track, Balanced grading and assessment, Gpa, Student achievement</p>	Administration	Aug 29, 2016	Sep 16, 2016	Completed
<p>✦ Create pilot group of teachers to begin using Proficiency Based Learning in one of their classes</p> <p>Tags: On track, Balanced grading and assessment, Gpa, Student achievement</p>	Teacher Leaders	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Develop PBL rubrics and policies to include in syllabi for pilot group</p> <p>Tags: On track, Balanced grading and assessment, Gpa, Student achievement</p>	Teacher Leaders	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Meet with PBL team to check on progress and to refine practice</p> <p>Tags: On track, Balanced grading and assessment, Gpa, Student achievement</p>	Administration, PBL Team	Oct 3, 2016	Oct 7, 2016	Completed
<p>✦ PBL team creates document to share with students and teachers to share their learnings and adjustments that have occurred since beginning the pilot</p> <p>Tags: On track, Balanced grading and assessment, Gpa, Student achievement</p>	PBL Lead	Oct 10, 2016	Oct 21, 2016	On-Track
<p>✦ Create survey to capture demographic, socio-emotional, and learning metrics from incoming freshmen</p> <p>Tags: Assessment, Attendance, Gpa, Discipline, Student achievement, Culture for learning</p>	Administration	Jul 1, 2016	Jul 31, 2016	Behind
<p>✦ Administer counseling survey to students to gather socio-emotional and college/career goal data</p> <p>Tags: Assessment, Attendance, Gpa, Discipline, Student achievement, Culture for learning</p>	Counselor	Sep 6, 2016	Sep 23, 2016	On-Track

## 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.

Monthly PAC and PTO meetings.

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

Annual Title 1 meeting will be held on September 29th 2016 and the Title 1 Organizational meeting will be held immediately following on September 29th 2016. Meeting will be widely publicized to maximize parent attendance. PAC will meet monthly and publicize their agendas and minutes.

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.

This will be provided at grade-level parent meetings in October. In addition, each student will receive school-generated progress reports that show student targets and achievement with each semester report card.

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.

This communication will go through the PAC meetings, which all parents are invited to attend.

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.

This will be distributed at each parent-teacher conference day.

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.

If these notices are received by the school we will distribute them immediately to every student affected to take home.

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

The PAC will lead this work as part of their meetings. Administration will be present to assist where necessary.

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.

The PAC will lead this work and the school will solicit partnerships to supply materials and training.

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.

This will be included as part of every professional development.

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.

These are elementary school programs, but we will seek out and provide information on appropriate resources for parents to get involved in their child's education.

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

All information will be sent out in written format, using English as the standard.

#### 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 Dr. Martin Luther King, Jr. College Preparatory High School is to develop scholars who demonstrate intellectual and ethical leadership, and academic excellence. Dr. Martin Luther King Jr. College Preparatory High School distinguishes itself by offering a rigorous and engaging curriculum, taught by a world class faculty that offers Engineering, multiple Advanced Placement courses, and the Fine and Performing Arts. Dr. Martin Luther King Jr. College Preparatory High School assumes the responsibility of engaging scholars to become social and cultural activists in the global community through a school wide mission of Social Justice.

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.

The school will hold parent-teacher conferences on November 10th, 2016 and April 20th, 2017.

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

In addition to Report Cards provided at parent-teacher conferences, progress reports will be sent home with students every 5 weeks.

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

Staff are readily available via email and phone, and parents can set up conferences on teacher prep periods.

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

Parents may volunteer as chaperones or to help in other areas of the school such as offices. Parents may observe at any time with prior appointment with each teacher.

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

Parents should monitor student attendance and grades via Gradebook Parent Portal, and communicate with teachers as needed. Parents should monitor nightly homework completion.

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 may request meetings with administration at any time. In addition, parents will be invited to grade-level informational meetings at the start of each semester.

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

Students should commit to good attitude and scholarly behavior. They should also monitor their own grades via Gradebook Student Portal and commit to after school tutoring when necessary.

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.

The PAC will provide workshops and seminars to parents from November 2016-May 2017 that will equip them with skills and knowledge to utilize school resources. The goal is to enhance parent/student communication and participation that will lead to positive outcomes.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 821 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2620 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 769 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1	\$ Amount .00

Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized.  
School must keep all receipts.

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53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
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53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
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55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00
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