



Chicago Military Academy High School (/school-plans/505) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/01/2016	Miller, Casas, Fernandez, Matushek	Introduction, familiarization, training
03/17/2016	Miller, Fernandez, Casas, Couch, Roberts, Berrios, Twohill	Finalize Framework scores, discuss priorities

04/25/2016	Miller, Fernandez, Casas, Couch, Roberts, Berrios, Twohill, Frontera, Kelly	Reviewing CIWP Progress
03/28/2016	Miller, Fernandez	Finalizing Priorities, Work on Goals & Strategies
04/25/2016	Miller, Fernandez	Final Edits and Review
04/28/2016	Miller, Casas, Couch, Twohill, Berrios, Frontera	Finalization of Draft CIWP
01/08/2016	Miller, Casas, Fernandez	CIWP Training
02/18/2016	Miller, Fernandez, Casas, Couch, Roberts, Berrios, Twohill, Frontera	Review evidence and discuss Framework scores
05/03/2016	Miller, Gray	Review Final Draft
04/27/2016	Johnson, Miller, Jones, Soloman, Caranza, Pinkney, Avila-Perry, Williamson	Review & Approve Parent Involvement and Parent Compact
11/17/2016	Casas, Lewis, Wilps-Fernandez, Twohill, Couch, Leskinen	Review 5 Priorities
02/14/2017	Casas, Kingsley	Reviewed progress on 5 priorities
02/23/2017	Casas, Fernandez, Twohill, Roberts, Striverson, Lewis, Leskinen	Reviewed and updated Strategies and Action Items
02/13/2017	Avila, Bowen, Carranza, Casas, Garcia, Gray, Lewis, Striverson, Tuffs	Review progress of 5 priorities at Board of Governors Meeting

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

Conducted Comprehensive Assessment of Leadership for Learning (CALL) on 1/27/2016 with entire instructional staff and school administration. Evidence using the SEF Document as reference: "Sets the direction and create a sense of purpose by building consensus on implementing a shared vision (indicator 1)." Our vision aligns to the CPS Mission, Vision and instructional focus. The "blue box" on each agenda ensures all of our PD efforts addressing student learning, quality teaching, and climate and culture/SEL. Our message focusing on Standards-Based Grading, Rigor, and the Framework for Teaching guides what we do. Our level one team has continued to focus on high expectations for students and staff, and the evidence of moving from level 2+ to level 1 supports this claim.

"Empowers others to make or influence significant decisions (indicator 3)" is reflected in the leverage of ILT members as decision makers and leaders, facilitating meetings, leading PD and making key decisions around instructional efforts. "Use the CPS FFT to ground instructional guidance and coaching (indicator 5)." - Our Pod, department or whole-school meetings consistently reflect FFT language and objectives. Instructional rounds focus on 3c: Engaging Students in Learning. Ms. Foster (REACH certified) provides non-evaluative feedback weekly to groups of teachers. 5E Program Coherence rated "Effective (76)."

Why is it not yet a 4? - The five essentials document rates "effective leaders" as neutral, and there is still possible distractions to the school's priorities and goals. We continue to try to balance several school, Network, and District priorities while not overwhelming our teacher leaders. "Buffer staff from external distractions..."(indicator 7).

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

Evidence Measure : 5E Instructional Leadership rated "Effective (74)."

"Shared Leadership for improving teaching and learning (Indicator 2)." - Come to one of our ILT meetings.

"Use protocols and ask probing questions (Indicator 3)." Our ILT meetings are structured and use protocols and guiding questions listed on the agendas.

"Use timely and relevant data/evidence sources (indicator 4)." The ILT regularly looks at Dashboard data, observation evidence from rounds, and student academic performance metrics (e.g. Bs or better grades, GPA., and power skills data).

"Schedule and structure frequent meetings 2-4 per month (Indicator 5)." This occurs regularly and sometimes if needed we meet two weeks in a row. Agendas have a clear focus.

"Collaborate effectively... (Indicator 6)." All team members have equity of voice, the roles rotate each meetings.

There are very few gaps as defined by the SEF, but overall we support a "4" rating.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.

- Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

1 2 3 4

5E Quality Professional Development rated "Very Effective (99)."

"Implement and sustain ongoing, job-embedded professional learning." (Indicator 2). We have a year-long FLEX PD plan we've worked off of with fidelity. Coaching is provide formally and informally by three staff members. Rounds occur quarterly. Teachers volunteer to lead PD sessions.

"Structured Time for teachers to collaborate and learn together (Indicator 3)." Teams meet regularly during SI PD days, Flex PD days (alternating grade-level and department meetings), and weekly Pod meetings. Other PLC teams that meet regularly include the Climate Club and Post-Secondary Leadership Team.

"Make safe practice an integral part of professional learning (indicator 4)." The Math and English department have led the work with this approach by bringing back District-led instructional efforts.

Why is it not yet a 4? The SEF evidence measures listed include the SQRP attainment and growth data, two key goals we're still working on to close the achievement gap. Also, there are opportunities to strengthen "Provide Induction and Support for New Teachers (Indicator 6)."

Guide for Professional Learning

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

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

With very little funds to work with, CMA-B has maintained all effective CIWP initiatives from 14-16. Teachers are programmed into appropriate courses. FlexPD is providing additional time for grade-level and department collaboration. With attendance as a priority, CMA-B has partnered with A Knock At Midnight. This partnership has been successful as we have improved attendance and exceeded our attendance goal for the year (as of the time of this printing). Ladder Up and ISAC assist the college-going culture. 5E results have moved the school from "not yet organized" to "organized," a gain of three SQRP points. CALL results also reflect more than adequate attention to aligning scarce resources toward students and instruction.

Guide for Aligned Resources

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

- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 **3** 4

Feedback given to teachers and staff (formal and informal) aligns to the Frameworks (Indicator 1).
Horizontal and vertical alignment exists vial common "Power Skills." See Rubicon curriculum maps (Indicator 2).
We integrate SEL through our JROTC courses and monthly, school-wide mentor meetings (Indicator 7).
Field trips for all grade levels exist, reflecting "real work application" as part of post-secondary success efforts.

Rationale for 3 versus 4 - Common, vetted assessments (aligned to the Elements of Assessment Design tool) are "in progress."

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).

- Engage all learners in content areas by fully integrating opportunities for all learners, including:
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&scid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Focus has been on technology enhancement for the past couple years (CIWP 14-16). With the purchase of 5 Promethian Smart boards and 300 chrome books, we have attained a very good level of instructional technology with the building. Instructional materials are now accessible without having to purchase new textbooks ever couple years. We were unable to buy into the district-recommended math program due to lack of funding this year.

Guide for Instructional Materials

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

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/updated in response to new information and understandings.
- Equitably available and accessible to all teachers and students.
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

he MTSS beliefs survey demonstrated most teachers believe "all students can learn (Indicator 1)." Increasing rigor via task and text complexity (using the DOK tool) is still a key school improvement effort as part of our instructional core. Instructional Rounds, student work samples, and informal Network walk-throughs give ratings of high 1s, low 2s (on the 1-4 DOK scale).

The English department's curriculum maps reflect the three CCSS literacy shifts (indicator 3). They work to ensure the school demonstrates at least one of the three literacy shifts via Power Skills (All four grade levels have at least one of three CCSS literacy goal as a Power Skills). The math team also focus on the three shifts in mathematics (Indicator 4), as evident in their curriculum maps.

Although the SQRP measure for attainment and growth demonstrates most students are not yet meeting grade-level specific standards, the task of examining student work and assigned tasks is continuous. This does not mean that we have achieved our goals of highly rigorous instruction at all times. The practices of reviewing and refining student tasks is consistently evident.

Guide for Rigorous Student Tasks

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

- demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

1 2 **3** 4

- 65.7% College Enrollment Rate SY15
- Mentor Session topics included: College Readiness, Personal Strengths as applied to Careers, Goal Setting.
- Two college trips YTD, 3 more scheduled. All students will attend a college tour in 2015-2016 SY
- \$1,427,750 in scholarship money offered YTD for 2016 Senior class
- Over 175 college acceptances YTD for 2016 Senior Class
- Partnerships with teachers and JROTC instructors at all grade levels to implement college-oriented lessons and assignments
- CPS Performance Standards Create a Culture for Learning: Study Skills mentoring sessions implemented on a quarterly basis
- Parent involvement through Senior Night, Financial Aid Presentation, FAFSA Completion Workshops (4)

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.

- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Of the four 5E indicators for Effective Instruction, Academic Press is rated "Weak(34)," English Instruction is rated "Neutral (46)," Math Instruction is rated "Strong (61)," and Quality of Student Discussion is rated "Neutral (41)." SEF Indicator 2.

The review of Q3 Rubicon curriculum points to gaps/missing information (using the CMA-B Curriculum Map rubric). As well, standards-based grading is not consistently implemented. REACH Students component 3b, Questioning and Discussion Techniques, continues to be the predominant struggle for teachers. On the brighter side, after half of tenured teachers rated out at REACH Developing last year, current trends are at about 75% Proficient.

The Network Data Spreadsheet (May 2016) shows the following Framework for Teaching D1 D2 and D3 components at or ABOVE 80% "Proficient" ratings: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3d, 3e. The following D1 D2 and D3 components are at or BELOW 80% "Proficient" ratings: 3b, 3c.

The Network Data Spreadsheet (May 2016) shows the following Framework for Teaching D1 D2 and D3 components rated the highest: 1a, 2a, 2c, 3d. The following D1 D2 and D3 components suggest opportunities for growth: 2b, 1d, 3b and 3c.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

The above statement suggests that "Every day, in all classrooms, all teachers provide academic and SEL support at TEIR levels 1-3. Using evidence from FLEX PD's, conversations with staff, and other school support meetings, suggests that most teachers implement or use some form of "Success Plan" in order to provide additional support to students at the Tier 2 and 3 levels. In addition, most teachers are willing to provide one-on-one support for those in the "medium-to high-risk" categories.

At the classroom level, administration allows for flexibility on MTSS documentation, therefore, does not require teachers to use a single MTSS reporting protocol (e.g., MTSS Learning Plans). The school has implemented an MTSS support team that has provided "suggested" MTSS Learning Plans and strategies. Furthermore, most teachers meet regularly, either through FLEX PD, Prep, or "Brown Bag Lunches," in order to discuss student progress and benchmark analysis. In addition, the school has started to use a program called, "Student Logger, which tracks staff communication and follow-up on individual students and their progress. However, the system is not yet used school-wide. Moreover, the counseling department routinely submits student failure reports in order to assist teachers and staff in the MTSS process.

In regards to "high-risk" social emotional learning needs, the counseling department is currently utilizing a program called "Think-First," which is an anger management group for Freshmen and Sophomores. This counseling group teaches students ways to control their anger, improve behavior, and utilize coping skills. They meet during the lunch period 5/6 A on Tuesdays, and accommodates no more than 7 students. In addition, each year, students complete inventories in JROTC and receive a Personal Skills Map detailing various aspects of their personal, interpersonal, life, and career skills. Interpersonal Aggression is one of the metrics outlined that measures how well students get along with others. 23 total Freshman/Sophomores scored as having difficulties in this area. In order for students to participate in the group, they must have a teacher or staff member fill out a brief survey on their behalf, called a "Strengths and Difficulties Questionnaire."

Lastly, ILT routinely analyzes attendance and GPA data. Attendance data is sent weekly by Ms. Thompson in the main office. In deeper discussion about student academics, most CMAB staff allow for after-school learning or make-up opportunities (e.g., NHS tutoring, math/science recovery, ACT support, other). In regards to parental involvement, casual conversations with teachers suggest and should be taken with a "grain-of-salt" that parent involvement is limited. This occurs for many reasons and does not suggest that staff performance is lacking in any form. It merely suggests that perhaps, there are additional "creative methods" the school could utilize to assist in parent involvement and requires a follow-up meeting to discuss.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

" Use progress monitoring...to identify gaps and monitor improvement..." (Indicator 2) PD time is set aside for PLC teacher teams to review data quarterly. MTSS Tier 2 and 3 plans are embedded into lesson planning documentation (Indicator 2).
 "Use assessments that reflect key shifts in literacy and mathematics...(indicator 3)" See assessments uploaded on Rubicon (these include use of District quarterly assessments, PTs, and POM math assessments).
 "Improve and promote assessment literacy...(Indicator 7) We use and provide PD time to vet assessments using the Assessment Design Toolkit."
 "Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement..." - Evidence School-wide implementation of Standards-Based Grading and use of SBG tool. Gradebooks must reflect progress towards skills, align to a SB curriculum, define the standards of performance, and provide multiple/flexible opportunities. Why not a 4? Power Skills assessment are a work in progress. Some assessments are missing or not posted on Rubicon. Not all assessments have been created or vetted using the Assessment Design Toolkit; this is ongoing.

Guide for Balanced Assessment & Grading

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

- decisions about a student's education.
- Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

-Culture Club implementation
 -SEL and Learning culture enforced through Mentor Group sessions - Interpersonal Assertion, Kindness (Because I said I would), Study Skills, Anger Management, Getting Along w/ Teachers and Adults
 -Honor Roll awards
 -Incentive College Trips based on grades (U of I on 2/9)

Guide for Culture for Learning

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

initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

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.

1 2 3 4

- Adult SEL Flex PD
- Improved results on SY 2014-2015 Culture and Climate survey from Not Yet Organized to Organized
- Email check ins about student issues with relevant staff
- My Voice, My School results for 2016 report Teacher-Principal Trust "Weak," Teacher-Teacher Trust "Very Weak," and "Student-Teacher Trust "Weak."

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

-Cadet Advisory Board
-Robust JROTC activities - Drill, Color Guard, Rifle etc.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 **3** 4

-Drastic drop in physical behavior incidents from prior year. i.e. Intimidation/Threats down from 10 in SY15 to 2 YTD SY16
 -Restorative conversations regarding safety issues involve teachers, counselor, dean, and other key stakeholders including social workers and security
 -Prior year MVMS survey rated 'Weak' for safety. Implementation of dean, teachers in hallways during passing periods, and regular supervision outdoors at arrival and dismissal times should impact results. Results for 2015-16 MVMS TBD

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and

Score

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

- Collaboration with counselors, dean and administration to identify restorative conversation needs and stakeholders.
- Regular referrals to counselor for SEL student concerns
- Group teacher communication (email) regarding specific student needs
- Mentor Groups proactively addressing student SEL and behavior needs
- Think First Anger Mgmt and Self-Esteem Groups implemented in Q3

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

Although we have difficulty achieving quorums during PAC meetings, our Parent Portal rate is pretty high for a high school and in the top 25% of the district as a whole. We hope to break the threshold of parent participation in MVMS in April.

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	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus ☐ = Not of focus

2 Expectations for depth & breadth of Quality Teaching: Instruction

1	2	3	4	5	☐
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2 Expectations for Quality & Character of School Life: Relational Trust

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

Goals

Required metrics (Highschool)

11 of 13 complete

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

Our goal for 2017 is to be "Well Organized" and meet the key indicator metrics of all five components ("Neutral" overall and on all five components for 2016).	(Blank)	(Blank)	(Blank)	(Blank)
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National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

It is difficult to establish 16-17 goals while we complete 15-16. The pre-populated "actuals" were from the year before but we will assume that the goals for 16-17 are those we are working on now. Using growth goals is nebulous as we believe they are tied to 9th grade Explore. For the 2016 SQRP it was ".4 less than average" growth. The 2017 process to establish growth goals is still being developed as the District moves from EXPLORE, PLAN, and ACT to the SAT Suite of assessments.	10.00	(Blank)	50.00	55.00
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African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Our African-American Growth is what paces our school scores. For 2015 it was at 46%. Again, we are attempting to determine from whence we begin. CPS says that clarification is forthcoming. For the 2016 SQRP it was ".2 less than average" growth.	13.00	(Blank)	50.00	55.00
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Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Our Hispanic Growth carries 25% of our school scores. Historically, they have been both marginally above and below the African-American growth percentile. Last year, we received no growth rating because the junior class did not have sufficient Hispanic students. Again, we are attempting to determine from whence we begin. CPS says that clarification is forthcoming.

10.00	(Blank)	50.00	55.00
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English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

n/a

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

n/a

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

Attainment has been low. For 2015 attainment score was at 26th percentile (42nd percentile would have put us into the next score band of 3). For 2016, ACT attainment score was 22th percentile. For 2017, the goal is 40th percentile.

30.00	(Blank)	40.00	50.00
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Freshmen On-Track Rate

We have historically had above 90% FoT rates. With a small Freshman class this year, we must be extra vigilant. However, this year's FoT is addressed in the current CIWP. Moving forward, it is addressed specifically in Strategy 2.

95.90	91.90	96.00	98.00
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4-Year Cohort Graduation Rate

Cohort graduation is addressed in focus areas 1, 2, and 3. Strategies 1, 2 and 3 address action items to ensure high graduation rates.

75.60	80.00	87.00	90.00
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1-Year Dropout Rate

CMA-B has traditionally had very low dropout rates. We will continue to persevere in this area.

2.00	1.60	1.00	1.00
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College Enrollment Rate

Addition of Alumni Tracker will better enable us to pick up the graduates who attend private schools and Service Academies. Those students will enable us to improve the rate. Plus the post-secondary preparation is addressed in Focus Area 3.

54.60	65.70	65.00	70.00
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College Persistence Rate

Addition of Alumni Tracker will enable us to follow our graduates to college and help them stay. Plus the post-secondary preparation is addressed in Focus Area 3.

66.70	62.70	65.00	70.00
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Average Daily Attendance Rate

Attendance is improving. We are already above our yearly goal. We will continue to persevere in this area, striving for 95% perhaps by SY2017/2018.

90.70	91.20	93.80	93.90
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

Actively use electronic curriculum mapping w/ Common Core and SAT Domains and Dimensions across all grade levels and within all departments.

...then we see...

Thoughtfully planned and documented standards-based instruction which includes aligned power skills, benchmark skills, assessments, lesson plans, differentiation and approved resources.

...which leads to...


Greater uniformity of MTSS Tier One instruction which will improve standards/skill level alignment, including grading and assessment design and increase rigor in the classroom and an increased number of students meeting or exceeding benchmarks (SAT attainment and growth scores). "Organized" or "Well Organized" rating in the 5 Essentials Survey for Ambitious Instruction.


Tags:


MTSS, Core Instruction, Assessment, Curriculum Design, Academics, Common core, Instruction, Planning, Cognitive demand, Classroom rigor, Depth of knowledge, Lesson planning


Area(s) of focus:

1, 3, 4, 5

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

Refine Rubicon Rubric for addressing 7 quality characteristics of the curriculum map. Have professional development throughout the school year led by teachers with exemplary maps.

Administration

Jun 22, 2016 to
Sep 6, 2016

Completed Rubric

Completed

Curriculum

Update each course curriculum map (to include assessments and lesson plans) for the first quarter by the first week of school SY16/17.

All teachers

Jun 21, 2016 to
Sep 9, 2016

Completed Q1 Rubicon

Completed

Curriculum Design, Differentiated instruction, Assessments, Lesson plans

Update each course curriculum map (to include assessments and lesson plans) for remainder of the year by the beginning of each quarter.

All teachers

Jun 22, 2016 to
Oct 31, 2016

Completed Rubicon Maps

On-Track

Curriculum Design, Differentiated instruction, Assessments, Lesson plans

Strategy 2

If we do...

Implement a progress monitoring cycle for MTSS for academics and behavior using Gradebook data which includes all cadets struggling with English, math, reading and science and include proficiency levels of benchmark standards (addressing academics) and the JROTC Merit and Demerit JUMS system tracking leadership and Social Emotional Learning (addressing behavior).

...then we see...

Implementation of MTSS for all students (tiers I, II and III) through monitoring of all students, including at-risk students through identification of recommended interventions, implemented actions & subsequent student progress in identified areas.

...which leads to...

Increase On-Track rate of all grade levels, reduce failures, reduce dropout rate, improve Bs-or-Better rates throughout the school, improved relationships between staff-students. "Organized" or "Well Organized" rating in the 5 Essentials Survey for Supportive Environment.

Tags:

MTSS, Math, SEL, Data Use, Interventions, Academic gain, Differentiated instruction, Progress monitoring, Literacy, Tier 2 & 3, Supports, Tier 1

Area(s) of focus:

1, 4, 3

Action step	Responsible	Timeframe	Evidence for status	Status
<p>Continue with MTSS professional development and familiarity for teachers.</p> <p>In the beginning of the 2015-16 academic year, CMAB faculty were provided with MTSS learning plan exemplars that allow them to track individual student performance at the Tier II & III levels. These plans are Tier II & III academic/behavior intervention plans and are data specific, such as: Subject area/targeted skills, interventions used, frequency and duration, persons responsible, start and follow-up dates, and intervention results.</p> <p>Teachers will require personal development in the (2016-17) academic year in order to outline MTSS procedural requirements, guidelines and/or expectations from administration and to provide assistance to any new staff members in regards to questions, comments, and/or concerns. All data is and will be tracked in a centralized location for further review by teachers, administration, counselors and MTSS intervention teams. Centralized location examples include but are not limited to: Student Logger, Google-Forms, and Rubicon reflections.</p> <p>If initial MTSS plans are unsuccessful, additional remediation for student success will occur immediately and monitored using a specialized Level 2 MTSS Intervention Team. Referrals to outside resources and SPED Department may occur.</p>	ILT	select	Continuous improvement in Bs-or-Better, lower failure rates	On-Track

MTSS, Cycles of professional learning, Professional development, Differentiated instruction, On track, Tier 2 & 3

Implement Student Logger for Academic interventions which identifies critical elements of individual interventions, such as goals, timelines, progress, and accountability.	All teachers	Aug 31, 2016 to Jun 20, 2018	Student success plans for all struggling students	Cancelled
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Data Use, Differentiated instruction, Tier 2 & 3

Refer struggling students to after school study hall and MTSS Tier II lunch interventions.	Grade Level Leads and MTSS Lead	Nov 28, 2016 to Jun 23, 2017	Improved grades through completed assignments and retakes.	On-Track
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MTSS, Tier 2 & 3, Tutoring

Implementing the MTSS Intervention Logging tool and protocols. MTSS Lead teacher conducts a follow-up with all teachers every 5 weeks.	MTSS Lead and All Teachers	Oct 31, 2016 to Jun 23, 2017	Tier 2 and Tier 3 Intervention Logs are updated and recorded on the intervention report.	On-Track
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MTSS, Tier 2 & 3

Include counseling team as part of our "first responders" when responding to crisis related to either discipline, counseling, mental health, grief, and/or SEL competency emergency.	Counseling team, security, and Dean of Climate and Culture	Dec 1, 2016 to Jun 23, 2017	Reduction in SCC infractions	On-Track
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Climate and Culture, SEL, Tier 2 & 3, Counseling

Maintain monthly small-group mentor meetings with all students (Tier I) to support growth in SEL competencies in students and improve student-teacher trust and relationship building.	Counseling Team and All Teachers	Sep 6, 2016 to Jun 23, 2017	Reduction in SCC infractions increase in teacher-student trust 5 Essentials Survey (My Voice, My School).	Behind
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Strategy 3

If we do...

Utilize professional development time to enhance and improve climate & culture aspects of the school taking into account various elements of the 5 essentials survey and focus primarily on aspects of teacher-teacher trust and collaboration.

...then we see...

Improves staff interpersonal trust and collaboration.

...which leads to...

Collaborative planning and preparation, improvement of rigorous tasks and assessments through peer feedback. constructive, non-evaluative feedback through informal classroom observations, and an improved school climate and culture of learning. "Organized" or "Well Organized" rating in the 5 Essentials Survey for Collaborative Teachers. Increased student attendance.

Tags:

Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, ILT, Instruction, Leadership, Curriculum, Communication, Planning

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
The CMA-B Culture Club shall implement a PD/Team-building schedule and regimen to continuously address the characteristics of a highly effective, highly efficient organization.	ILT, Culture Club	Jun 23, 2017 to Jun 23, 2017	Year-long plan to be repeated each year	Behind

Climate and Culture, Teacher Teams/Collaboration, ILT, Culture club

Plan for and execute monthly PD time for Grade Level and Departmental interface.	ILT, Grade Level Leads, Department Chairs	Jun 22, 2016 to Jun 23, 2017	PD schedule, agendas, producible maps assessments, and lesson plans	On-Track
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Teacher Teams/Collaboration, ILT, Teacher-teacher trust & support

Continue with quarterly Instructional Rounds within PLCs on Rigor and Cognitive Demand	ILT, PLC Leads	Sep 19, 2016 to May 26, 2017	Database of InstRds grows & should demonstrate upward trend in DOK and Classroom Rigor	Cancelled
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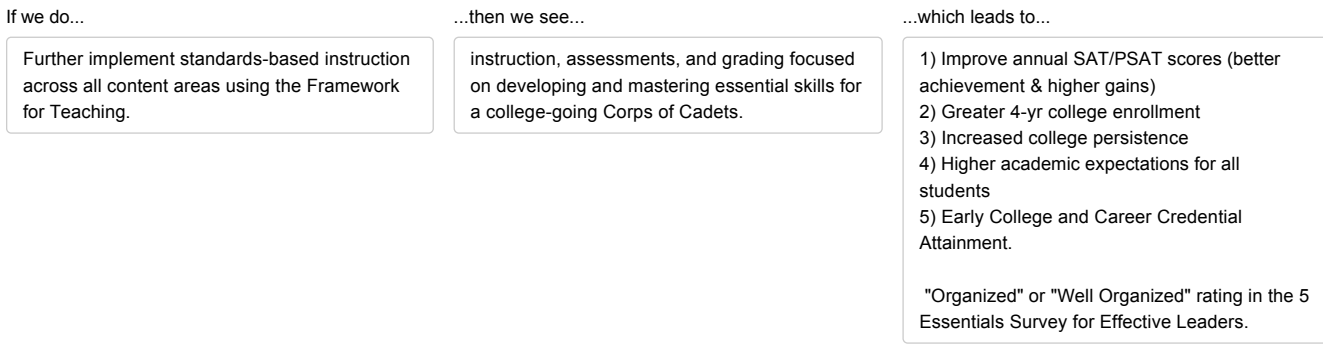
Teacher Teams/Collaboration, Cognitive demand, Teacher-teacher trust & support, Depth of knowledge

Develop a plan to integrate diverse learner supports and accommodations to normalize collaboration and instructional planning and establish a continuous monitoring plan for professional development regarding diverse learners and ESL students.	SpEd Dept, ILT, All Teachers	Jun 22, 2016 to Jun 20, 2018	Rubicon curriculum map, standard collaboration log, eIEP docs	Behind
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Diverse Learners, Professional development, Esl, Collaboration, Special education

Conduct quarterly peer to peer observations within PLCs on Rigor and Cognitive Demand	Department Chairs and ILT members	Nov 28, 2016 to Jun 16, 2017	Quantitative and qualitative data demonstrate upward trends in DOK levels and classroom rigor.	Behind
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Strategy 4



Tags: College Access and Persistence, Instruction, Culture of learning, Academic expectations, Standards-based instruction, Standards based grading, Framework for teaching

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

Action step	Responsible	Timeframe	Evidence for status	Status
Improve Reading and Writing Across the Curriculum within the school by creating horizontal and vertical literacy programs which focus on expository non-fiction readings and include contextual referencing within the content areas and implementing Dept. of Literacy recommendations (e.g., clarifying bookmarking).	English Dept., ILT	Aug 31, 2016 to Jun 20, 2017	Lesson plans, assessments in Rubicon, Gradebook assignments/Assessments	Cancelled

Literacy/Reading, Common core, Standards-based instruction

Incorporate High Quality Math instruction, including MARS Tasks and TRU Math Dimensions, and incorporate Common Core Curricular Supplements to help ensure students graduate college-ready with the math skills necessary to succeed in four-year colleges and universities.	Math Dept., ILT	Jun 22, 2016 to Jun 20, 2017	Rubicon lesson plans, assessments & assignments	On-Track
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Math, Common core, Standards-based instruction

Continue to develop a standards-based science curriculum focusing on college readiness benchmarks and incorporate Next Generation Science Standards within the curriculum mapping process.	Science Dept. ILT	Jun 22, 2016 to Jun 20, 2017	Rubicon lesson plans, assessments & assignments	On-Track
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Science, Common core, Standards-based instruction

Design, implement and integrate a plan to teach applied math skills across grade levels 9-11 incorporating Common Core standards of both English Language Arts-RT and Mathematics.	ILT, Math Dept., English Dept	Jun 22, 2016 to Jun 21, 2017	An integrated and aligned applied curriculum which focuses on the application of mathematics in real world situations.	Cancelled
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Math, Common core, Literacy, Applied math

Participate in pilot Reading Apprenticeship professional development quarterly to address literacy skills in English Language Arts, Social Studies, and Science.	Reading Apprenticeship pilot teachers	Aug 29, 2016 to Jun 23, 2017	Student work samples and tasks that demonstrate practice with Reading Apprenticeship strategies.	On-Track
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Literacy/Reading, Common core state standards

Administer standards-based assessment that address specific CCSS skills and SAT Domains and Dimensions.	9, 10, 11 grade level teachers	Jan 1, 2017 to Jun 23, 2017	Academic Approach assessments,	On-Track
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Assessment, Standards-based instruction, Common core state standards, Sat

Utilize data from Learning walks, Quarterly High School Institutes, and ICE walks to evaluate and adjust priorities and action items in the CIWP and the Instructional Core.	Administration and ILT	Oct 1, 2016 to Jun 23, 2017	Updated CIWP and Instructional Core Effectiveness Document	On-Track
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Ciwp, Instructional core effectiveness

Action Plan

District priority and action step **Responsible Start End Status**

<p>✦ Refine Rubicon Rubric for addressing 7 quality characteristics of the curriculum map. Have professional development throughout the school year led by teachers with exemplary maps. Tags: MTSS, Core Instruction, Assessment, Curriculum Design, Academics, Common core, Instruction, Planning, Cognitive demand, Classroom rigor, Depth of knowledge, Lesson planning, Curriculum</p>	Administration	Jun 22, 2016	Sep 6, 2016	Completed
<p>✦ Update each course curriculum map (to include assessments and lesson plans) for the first quarter by the first week of school SY16/17. Tags: MTSS, Core Instruction, Assessment, Curriculum Design, Academics, Common core, Instruction, Planning, Cognitive demand, Classroom rigor, Depth of knowledge, Lesson planning, Curriculum Design, Differentiated instruction, Assessments, Lesson plans</p>	All teachers	Jun 21, 2016	Sep 9, 2016	Completed
<p>✦ Update each course curriculum map (to include assessments and lesson plans) for remainder of the year by the beginning of each quarter. Tags: MTSS, Core Instruction, Assessment, Curriculum Design, Academics, Common core, Instruction, Planning, Cognitive demand, Classroom rigor, Depth of knowledge, Lesson planning, Curriculum Design, Differentiated instruction, Assessments, Lesson plans</p>	All teachers	Jun 22, 2016	Oct 31, 2016	On-Track
<p>✦ Continue with MTSS professional development and familiarity for teachers. In the beginning of the 2015-16 academic year, CMAB faculty were provided with MTSS learning plan exemplars that allow them to track individual student performance at the Tier II & III levels. These plans are Tier II & III academic/behavior intervention plans and are data specific, such as: Subject area/targeted skills, interventions used, frequency and duration, persons responsible, start and follow-up dates, and intervention results. Teachers will require personal development in the (2016-17) academic year in order to outline MTSS procedural requirements, guidelines and/or expectations from administration and to provide assistance to any new staff members in regards to questions, comments, and/or concerns. All data is and will be tracked in a centralized location for further review by teachers, administration, counselors and MTSS intervention teams. Centralized location examples include but are not limited to: Student Logger, Google-Forms, and Rubicon reflections. If initial MTSS plans are unsuccessful, additional remediation for student success will occur immediately and monitored using a specialized Level 2 MTSS Intervention Team. Referrals to outside resources and SPED Department may occur. Tags: MTSS, Math, SEL, Data Use, Interventions, Academic gain, Differentiated instruction, Progress monitoring, Literacy, Tier 2 & 3, Supports, Tier 1, MTSS, Cycles of professional learning, Professional development, Differentiated instruction, On track, Tier 2 & 3</p>	ILT			On-Track
<p>✦ Implement Student Logger for Academic interventions which identifies critical elements of individual interventions, such as goals, timelines, progress, and accountability. Tags: MTSS, Math, SEL, Data Use, Interventions, Academic gain, Differentiated instruction, Progress monitoring, Literacy, Tier 2 & 3, Supports, Tier 1, Data Use, Differentiated instruction, Tier 2 & 3</p>	All teachers	Aug 31, 2016	Jun 20, 2018	Cancelled
<p>✦ Refer struggling students to after school study hall and MTSS Tier II lunch interventions. Tags: MTSS, Math, SEL, Data Use, Interventions, Academic gain, Differentiated instruction, Progress monitoring, Literacy, Tier 2 & 3, Supports, Tier 1, MTSS, Tier 2 & 3, Tutoring</p>	Grade Level Leads and MTSS Lead	Nov 28, 2016	Jun 23, 2017	On-Track
<p>✦ Implementing the MTSS Intervention Logging tool and protocols. MTSS Lead teacher conducts a follow-up with all teachers every 5 weeks. Tags: MTSS, Math, SEL, Data Use, Interventions, Academic gain, Differentiated instruction, Progress monitoring, Literacy, Tier 2 & 3, Supports, Tier 1, MTSS, Tier 2 & 3</p>	MTSS Lead and All Teachers	Oct 31, 2016	Jun 23, 2017	On-Track
<p>✦ Include counseling team as part of our "first responders" when responding to crisis related to either discipline, counseling, mental health, grief, and/or SEL competency emergency. Tags: MTSS, Math, SEL, Data Use, Interventions, Academic gain, Differentiated instruction, Progress monitoring, Literacy, Tier 2 & 3, Supports, Tier 1, Climate and Culture, SEL, Tier 2 & 3, Counseling</p>	Counseling team, security, and Dean of Climate and Culture	Dec 1, 2016	Jun 23, 2017	On-Track
<p>✦ Maintain monthly small-group mentor meetings with all students (Tier I) to support growth in SEL competencies in students and improve student-teacher trust and relationship building. Tags: MTSS, Math, SEL, Data Use, Interventions, Academic gain, Differentiated instruction, Progress monitoring, Literacy, Tier 2 & 3, Supports, Tier 1</p>	Counseling Team and All Teachers	Sep 6, 2016	Jun 23, 2017	Behind
<p>✦ The CMA-B Culture Club shall implement a PD/Team-building schedule and regimen to continuously address the characteristics of a highly effective, highly efficient organization. Tags: Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, ILT, Instruction, Leadership, Curriculum, Communication, Planning, Climate and Culture, Teacher Teams/Collaboration, ILT, Culture club</p>	ILT, Culture Club	Jun 23, 2017	Jun 23, 2017	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ Plan for and execute monthly PD time for Grade Level and Departmental interface. Tags: Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, ILT, Instruction, Leadership, Curriculum, Communication, Planning, Teacher Teams/Collaboration, ILT, Teacher-teacher trust & support</p>	ILT, Grade Level Leads, Department Chairs	Jun 22, 2016	Jun 23, 2017	On-Track
<p>✦ Continue with quarterly Instructional Rounds within PLCs on Rigor and Cognitive Demand Tags: Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, ILT, Instruction, Leadership, Curriculum, Communication, Planning, Teacher Teams/Collaboration, Cognitive demand, Teacher-teacher trust & support, Depth of knowledge</p>	ILT, PLC Leads	Sep 19, 2016	May 26, 2017	Cancelled
<p>✦ Develop a plan to integrate diverse learner supports and accommodations to normalize collaboration and instructional planning and establish a continuous monitoring plan for professional development regarding diverse learners and ESL students. Tags: Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, ILT, Instruction, Leadership, Curriculum, Communication, Planning, Diverse Learners, Professional development, Esl, Collaboration, Special education</p>	SpEd Dept, ILT, All Teachers	Jun 22, 2016	Jun 20, 2018	Behind
<p>✦ Conduct quarterly peer to peer observations within PLCs on Rigor and Cognitive Demand Tags: Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, ILT, Instruction, Leadership, Curriculum, Communication, Planning</p>	Department Chairs and ILT members	Nov 28, 2016	Jun 16, 2017	Behind
<p>✦ Improve Reading and Writing Across the Curriculum within the school by creating horizontal and vertical literacy programs which focus on expository non-fiction readings and include contextual referencing within the content areas and implementing Dept. of Literacy recommendations (e.g., clarifying bookmarking). Tags: College Access and Persistence, Instruction, Culture of learning, Academic expectations, Standards-based instruction, Standards based grading, Framework for teaching, Literacy/Reading, Common core, Standards-based instruction</p>	English Dept., ILT	Aug 31, 2016	Jun 20, 2017	Cancelled
<p>✦ Incorporate High Quality Math instruction, including MARS Tasks and TRU Math Dimensions, and incorporate Common Core Curricular Supplements to help ensure students graduate college-ready with the math skills necessary to succeed in four-year colleges and universities. Tags: College Access and Persistence, Instruction, Culture of learning, Academic expectations, Standards-based instruction, Standards based grading, Framework for teaching, Math, Common core, Standards-based instruction</p>	Math Dept., ILT	Jun 22, 2016	Jun 20, 2017	On-Track
<p>✦ Continue to develop a standards-based science curriculum focusing on college readiness benchmarks and incorporate Next Generation Science Standards within the curriculum mapping process. Tags: College Access and Persistence, Instruction, Culture of learning, Academic expectations, Standards-based instruction, Standards based grading, Framework for teaching, Science, Common core, Standards-based instruction</p>	Science Dept. ILT	Jun 22, 2016	Jun 20, 2017	On-Track
<p>✦ Design, implement and integrate a plan to teach applied math skills across grade levels 9-11 incorporating Common Core standards of both English Language Arts-RT and Mathematics. Tags: College Access and Persistence, Instruction, Culture of learning, Academic expectations, Standards-based instruction, Standards based grading, Framework for teaching, Math, Common core, Literacy, Applied math</p>	ILT, Math Dept., English Dept	Jun 22, 2016	Jun 21, 2017	Cancelled
<p>✦ Participate in pilot Reading Apprenticeship professional development quarterly to address literacy skills in English Language Arts, Social Studies, and Science. Tags: College Access and Persistence, Instruction, Culture of learning, Academic expectations, Standards-based instruction, Standards based grading, Framework for teaching, Literacy/Reading, Common core state standards</p>	Reading Apprenticeship pilot teachers	Aug 29, 2016	Jun 23, 2017	On-Track
<p>✦ Administer standards-based assessment that address specific CCSS skills and SAT Domains and Dimensions. Tags: College Access and Persistence, Instruction, Culture of learning, Academic expectations, Standards-based instruction, Standards based grading, Framework for teaching, Assessment, Standards-based instruction, Common core state standards, Sat</p>	9, 10, 11 grade level teachers	Jan 1, 2017	Jun 23, 2017	On-Track
<p>✦ Utilize data from Learning walks, Quarterly High School Institutes, and ICE walks to evaluate and adjust priorities and action items in the CIWP and the Instructional Core. Tags: College Access and Persistence, Instruction, Culture of learning, Academic expectations, Standards-based instruction, Standards based grading, Framework for teaching, Ciwp, Instructional core effectiveness</p>	Administration and ILT	Oct 1, 2016	Jun 23, 2017	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 I/SW].

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Through continual interaction and communication, the school administration and the Parent Advisory Council review and improve parent-school relationships. With After Action Reviews of school-sponsored events, the PAC President and the school principal discuss effectiveness of current programs and present new ideas to the school community.

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

The Title I Annual Meeting and The Organizational Meeting is scheduled for 13 September 2016. Announcements will be made on the school website, student handouts, and telephonic robo-call. The Title I PAC Organizational Meeting is scheduled for 13 September 2016. The Academy holds PAC meetings on a monthly basis. The meetings are held in the school building during evening hours and are attended by school administration as well as parents and parent leaders. Additionally, a morning parent session is held in the spring to provide information to parents of current students as well as parents of incoming freshmen. Freshman and Sophomore Academies sponsor parent evenings in the fall to acquaint parents with their children's schedules, classrooms and teachers. A fall Title I parent meeting is scheduled each year in September during which time the principal explains Title I benefits, requirements, and opportunities for parents to be involved in the activities of the school.

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

The school holds open house events to provide information about curriculum and academic standards. They are held during a variety of hours, including weekends, to provide all parents an opportunity to understand assessment metrics and expectations. Twice during the school year, an open house is held in the drill hall to discuss academic assessments specifically. Each fall Parent Open Houses provide grade-level information regarding specific courses, schedules and academic expectations for parents of all CMA-B students.

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.

Academy administration is present at all PAC meetings. Many questions can be answered and issues resolved immediately. Others become issue items for the principal's workday. The principal and PAC President confer on a regular basis. As well, the principal has an open-door policy regarding parental concerns. Although parents may need to make an appointment, all parents are given priority opportunities to discuss school decision-making and activities with administration.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents have continual, real-time access to their student's grade report. Additionally, progress reports are sent to parents every five weeks except for mid-term grades (picked up by parents during report card pickup at the end of the first and third quarters) and semester final grades (available at the end of the second and fourth quarters).

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.

Letters are mailed to parents. Because all teachers at CMA-B are Highly Qualified, the only recent letter referred to online courses wherein the building facilitator was identified yet the instruction and evaluation is provided by the host (i.e., Aventa) program, fully vetted by Chicago Public Schools.

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

Parents are offered workshops and counseling for all aspects of their child's education for which they would like assistance. CMA-B offers parent workshops in such topics as FAFSA and computer literacy when normal grade-level open houses might prove inadequate. When applicable, parents are asked to review the multitude of parent opportunities at the Parent Resource Center. Informative sessions, which include both workshops and classes, are offered for parents to negotiate the intricacies of 21st Century education.

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 Academy conducts a Family Literacy Night in which training and materials are available to assist parents in working with their children to improve their academic achievement. In addition, CMA-B will host at minimum two computer literacy workshops for parents which will include navigation of Parent Portal and CPS parental resources.

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.

Teachers are given guidance to communicate with parents during scheduled, mandatory teacher in-service sessions. Educational Support Personnel will be receiving professional development for customer service to improve the level of support given to parents and the school community.

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.

Information is offered through the Academy PAC, open house events and bi-annual parent-teacher conference sessions. As a high school, most of the programs identified in Item 10 do not apply.

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

The Academy conducts PAC meeting mailings, student handouts, and telephonic robo-calls. CMA-B posts all meetings and topics on the school website.

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 Chicago Military Academy at Bronzeville mission is to prepare cadets for college and postsecondary success through a rigorous and relevant college prep curriculum. With the military model providing a project-based structure, cadets are introduced to leadership and cooperative, applied academic work in math, science, and engineering. The Academy employs a military structure to concentrate on academic achievement and individual responsibility. A combined focus on math & science and on personal accountability guides cadets through functional roles within the school. Cadets will graduate to attend college as lifelong learners having realized progressively greater capacities for inquiry and leadership.

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 Academy will hold general parent-teacher conference to discuss student achievement on 10 November 2016 and 20 April 2017. Parent-teacher conferences will be held in the Drill Hall wherein each parent will have an opportunity to speak with each of his/her student's teachers. Additionally, the Academy will provide parents specific information regarding attendance, Multi-tiered System of Support for struggling students, and additional information which might affect the student's academic performance.

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

Parents have continual, real-time access to their student's grade report via Gradebook Parent Portal. Additionally, progress reports are sent to parents every five weeks except for mid-term grades (picked up by parents during "parent-teacher conferences" at the end of the first and third quarter marks) and semester final grades (available at the end of the second and fourth quarter marks).

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

Teachers are provided two class periods per day which are non-instructional. Teachers may schedule parent-teacher consultations during either of these periods. Special Education and other OSS staff members are available much more frequently throughout the day. Consultations can occur in an unoccupied classroom, the special education office suite, or in the administration meeting room. When available, teachers meet with parents after school if most convenient.

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 schedule opportunities to observe their children in class providing it is not disruptive to the educational process at the time and it is not during testing periods. Parental participation in classroom activities is usually limited to field trip chaperone duties.

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

Parents can support their child's learning in a variety of ways. Most importantly, they can ensure the child eats well, does his/her homework, and arrives to school every day on time. Parents of struggling students will be contacted much more regularly and asked to provide more direct assistance in the educational process. Students that are in danger of failing school will have parental compacts which outline specific interventions and afford parents weekly communications as to progress.

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 have input into decision making at the school through PAC participation and through parent representatives on the Academy Board of Governors (Alternative LSC). Both bodies meet monthly, both meetings are open.

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 at the school participate in the functional responsibility aspect of the military model. All cadets are responsible not only for their own actions and academic achievement, but those of their entire squad. They are scheduled as cohorts to the extent possible to provide each other with as much support as is feasible to work cooperatively and with faculty to ensure the success of all students at the academy.

Parent Budget

Not 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.

(Blank)

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 500 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
53510	Postage Must be used for parent involvement programs only.	\$ 948 .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ Amount .00