



George H Corliss High School (/school-plans/518) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/26/2016	Dr. Harris, Mr. Holland	Network 13 CIWP Planning Training
01/14/2016	Mrs. Lake, Mrs. Jones, Mr. Bowman, Mr. Rouleau, Mr. Holland, Mr. Martin	CIWP Informational teacher meeting

01/25/2016	ILT Team	ILT CIWP Informational Meeting
02/05/2016	PD Day - All Teachers work in Department Groups	Identify Strengths and Needs to facilitate Strategies and Action Items
03/08/2016	CIWP Team	School Excellence Framework Ratings
03/14/2016	Grade Level Meetings	Choosing School Priorities
03/22/2016	CIWP Team	Writing and Editing Strategies and Action Items
03/29/2016	CIWP Team	Writing and Editing Strategies and Action Items
04/04/2016	ILT Team	CIWP final review and publishing

04/08/2016 THIS IS THE FINAL VERSION OF CORLISS' 2016 -2018 CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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

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Corliss Received A Score Of 42 On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of the 5 Essentials Survey Report: Teachers reported that Corliss has strong instructional leadership and high expectations. The Principal provides a shared vision that is consistently communicated to staff and the community. Some teachers feel that the school could run smoother and would like more input into how discretionary spending and in-service programs are planned.

#### Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

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ILT meets consistently once a week and follows protocols to ensure we create actionable items that affect student outcomes. It is a participatory process which includes voting and consensus building. Information from the ILT is taken back to both grade-level teams and departments. There is always an agenda created with a clear focus and an environment of transparency and trust which allows for collaboration including courageous conversations. The ILT is a diverse team that represents the school stakeholders. It consistently uses data to inform its decisions.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

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

**Professional Learning:**

Score

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

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Our professional learning is all research based and data-driven. PD is consistent and sustained over time, we do not implement PD on too many topics where we lose focus. Implementation is monitored and feedback is provided both in Grade Level teams and the ILT. Our PD is relevant to the challenges we face with our students. Most of the Professional Learning is school-wide. Some teachers would like more targeted PD for their specific area of interests or challenge.

**Guide for Professional Learning**

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

**Evidence, Measures, and Standards**

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

#### Aligned Resources:

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

Score

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A majority of resources in the building go to obtaining and retaining human capital which is the most critical element in obtaining success with our students. We have been rewarded near \$100,000 in grants this past year and strategically spend these resources in sustainable programs for our students. We have assigned teachers, diverse learner teachers, our counselor, other support staff to attend grade level teams that creates a balanced team and promotes efficient collaboration. Corliss has worked to obtain Parent University to attract additional community members and partners.

#### 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
Five Essentials	✓ Five Essentials
CPS Framework for Teaching	Effective Leaders
	Collaborative Teachers
CPS Performance Standards for School Leaders	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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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.

All students are exposed to "essential questions" that provide relevant "big ideas" to frame lessons. Unit scope and sequences are aligned to CCSS. Support staff, (social worker, external partners TRIO, Gear-Up) push in to classrooms to integrate social emotional learning opportunities for students. Corliss has adopted Project Based Learning which incorporates units that are multidisciplinary in nature and use authentic assessment. The Corliss Strategic Literacy Plan allows for PD and literacy instruction that is integrated into all classrooms. Corliss received a Neutral on it's "Ambitious Instruction" rating in the 5 Essentials survey.

### Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**

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

## Evidence, Measures, and Standards

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

### Instructional Materials:

Score

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

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Materials are selected and adapted based on learning needs supported by data from interim exams. Student outcomes define instructional material use. For example, many 9th graders do not join school at grade level reading abilities so they work using Achieve 3000 software in their World Studies classes. Instructional materials are differentiated and included appropriate CCSS text complexity levels. Technology is available for use but not fully integrated into all classrooms. Some textbooks are not updated to reflect CCSS skill practice

## Guide for Instructional Materials

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

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

- Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

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Teacher's examine student work once a week using the Student Work Protocol. Teacher's participate in 5 minute peer observations weekly and discuss the level of Bloom's Taxonomy observed in the class and recommendations for improving rigor. Students work with authentic assessments in Problem Based Learning units. Corliss did not achieve it's goals last year for SQRP growth on the PSAE indicating Rigor is still an area of improvement.

### Guide for Rigorous Student Tasks

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

## Evidence, Measures, and Standards



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

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

Score

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

Corliss partners with TRIO and Gear-Up to provide students with a comprehensive program post secondary success. Students set goals and track their progress toward college entrance exams and participate in writing assignments geared toward college applications. Corliss provides dual-enrollment, AP courses, and CTE. Corliss also offers, One-Goal, a college preparedness course. Finally, as STEM school Corliss offers pathways into STEM careers in computer technology. Corliss needs to improve it's SQRP college persistence score..

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

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

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

## Evidence, Measures, and Standards

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

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 **3** 4

Teacher's received a "Strong" rating for instruction on the 5 essentials survey. There are weekly peer observations and recommendations for improving instruction. Corliss teachers know their students well and adapt instruction to individuals based on testing data as well as social emotional and diverse learning considerations. Corliss teachers use discussion questions consistently to probe and facilitate students to engaging in academic discussions with themselves. Corliss also has lead teacher available for mentoring and coaching as well as aiding the implementation of STEM and Literacy instructional initiatives.

## Guide for Instruction

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

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

Score

1 2 3 4

Corliss constantly analyzes Dashboard data streams in its biweekly grade level teams. This includes On-Track information, attendance, grade distributions etc. Students are tiered for additional supports based on multiple data points, not just grades. Teacher use a 5 week exam cycle which includes time for remediation and re-teaching or enrichment projects. Classes are offered differentiated instruction including allowing for multiple outcomes in authentic assessments. Some teachers have indicated they need additional PD on implementing MTSS. Our SQRP data needs to reflect better implementation of MTSS

### Guide for Multi-Tiered System of Support

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

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Corliss has a robust grading policy which includes different categories of assessments monitored by Gradebook audits. There is an assessment calendar which includes external partners (GAINS) who perform interim skills tests every quarter. These results provide detailed information for each student that help inform instruction and academic supports. Teachers use a school-wide protocol for weekly quizzes which are based on CCSS and are monitored by administration.

### 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 (CSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

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

Score

1 2 3 4

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

Student Teacher trust, Teacher-Teacher trust, and Teacher collaboration are rated strong in our 5 Essentials survey. Student work is discussed in grade-level teams along with teacher comments and how teachers can best give feedback to students. Corliss has grade level attendance incentive programs to emphasize the importance of coming to school. We use MTSS and review On-track data in grade level teams to be aware and celebrate academic success as well as target academic challenges for remediation. Teachers post student work and participate in peer observations that focus on identifying rigorous practices to ensure high expectations.

## Guide for Culture for Learning

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

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

## Evidence, Measures, and Standards

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

### Relational Trust:

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

Score

1 2 3 4

Corliss has a strong teacher to teacher and student to teacher relationship rating. It needs to improve its Teacher-Principal trust and it's Teacher-Parent trust according to the 5 essentials survey information.

### Guide for Relational Trust

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

## Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

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

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

Score

1 2 **3** 4

Corliss offers honors, AP, and Dual-Enrollment and CTE courses for it's students including a program to get an associate's degree in 4 years with our Olive Harvey City College Partnership. Students can express themselves through after school programs including sports, our own music studio, and civic projects such as the Aspen Challenge. Students work though class officers to offer voice to school policy. We work extensively with restorative justice and "peace circles" to give students voice in both discipline matters and social emotional growth.

### Guide for Student Voice, Engagement, & Civic Life

#### Students...

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

### Evidence, Measures, and Standards

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

**Safety & Order:**

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

Score

1 2 3 4

Teachers employ CHAMPS and utilize tools such as bell-ringers, exit-tickets, and posting of agendas to create an orderly classroom environment. We have a shared system of values that is recreated in our TROJAN PRIDE system developed in tangent with our MTSS program. Teachers model and reinforce clear behavior expectations. Corliss received a "very weak" on it's 5 essentials survey for safety.

**Guide for Safety & Order**

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

**Evidence, Measures, and Standards**

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

**Restorative Approaches to Discipline:**

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to

Score

1 2 3 4



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.

Corliss was recently recognized for a significant decline in out-of-school suspensions. Students at Corliss are offered multiple opportunities to engage in restorative justice including a dedicated restorative justice counselor who utilizes a "peace circle" room. Working with the dean the counselor also pushes-in to classrooms to improve class/teacher dynamics.

### Guide for Restorative Approaches to Discipline

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

### Evidence, Measures, and Standards

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

#### Parent Partnership:

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

#### Score

1 2 **3** 4

Corliss has a Parent Influence rating of "Strong" in its 5 essentials survey. Corliss is opening a Parent University next year to increase its connection to the community and parents. Corliss has an active PAC, LSC and parent volunteers.

## Guide for Parent Partnership

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

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score Framework dimension and category

Area of focus ☐ = Not of focus

2 Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support

1	2	3	4	5	☐
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2 Expectations for depth & breadth of Student Learning: Instructional Materials

1	2	3	4	5	☐
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2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
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: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: 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: 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)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>My Voice, My School 5 Essentials Survey</b>				
In an effort to achieve this goal, on a weekly basis administration will hold weekly grade level team meetings with teachers to address instruction, school wide data and culture and climate issues. Additionally, on a monthly basis, administration will hold a Local School Council and Parent Advisory meeting with all stakeholders to address any concerns, share school-wide data, and to create a culture of trust and transparency.	(Blank)	(Blank)	(Blank)	(Blank)
<b>National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
.The EXPLORE and PLAN components of this goal are no longer applicable; with regard to the ACT component, our goal is to increase attainment to 35%. To achieve this goal teachers' curriculum will be aligned more closely to the Common Core State Standards, i.e. curriculum maps, unit plans, lesson plans and assessments. In addition, assessments will be skill based as oppose to content driven.	10.00	(Blank)	20.00	40.00
<b>African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				

The EXPLORE and PLAN components of this goal are no longer applicable; with regard to the ACT component, our goal is to increase attainment to 35%. To achieve this goal teachers' curriculum will be aligned more closely to the Common Core State Standards, i.e. curriculum maps, unit plans, lesson plans and assessments. In addition, assessments will be skill based as oppose to content driven.

10.00

(Blank)

20.00

40.00

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

The EXPLORE and PLAN components of this goal are no longer applicable.

(Blank)

(Blank)

0.00

0.00

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

The EXPLORE and PLAN components of this goal are no longer applicable; with regard to the ACT component, our current enrollment of English Language Learners (ESL) is less than 2%. Should the ESL enrollment increase this goal will be adjusted.

(Blank)

(Blank)

0.00

0.00

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

The EXPLORE and PLAN components of this goal are no longer applicable; with regard to the ACT component, our current enrollment of English Language Learners (ESL) is less than 2%. Should the ESL enrollment increase this goal will be adjusted.

13.00

(Blank)

15.00

25.00

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

The EXPLORE and PLAN components of this goal are no longer applicable; with regard to the ACT component, our goal is to increase attainment to 35%. To achieve this goal teachers' curriculum will be aligned more closely to the Common Core State Standards, i.e. curriculum maps, unit plans, lesson plans and assessments. In addition, assessments will be skill based as oppose to content driven.

7.00

(Blank)

15.00

35.00

#### Freshmen On-Track Rate

In an effort to achieve our goal, freshmen teachers meet weekly to identify students who are at risk of going off track. Students who are at risk of being off track are provided with opportunities to make up late work, to earn extra credit and to retake end of quarter/ semester exam.

78.60

78.60

85.00

90.00

#### 4-Year Cohort Graduation Rate

In an effort to achieve this goal, starting on the freshman level, teachers on a weekly identify students who are at risk of failing. In addition, on a semester basis, the counselor and programmer review students' transcripts to ensure that all students have or are taking the required classes in accordance with CPS's Graduation Policy.

59.60

57.40

65.00

75.00

#### 1-Year Dropout Rate

In an effort to decrease our drop our rate, on a quarterly basis the attendance coordinator, grade level teachers and will identify students who are risk of dropping out. Students will be provided with wraparound services to meet their academic and social emotional needs.

1.10

7.00

4.00

1.00

#### College Enrollment Rate

To achieve our goal, throughout the year the Post-Secondary Team, along with senior teachers and the counselor will provide students with a plethora of college experiences i.e. college trips, college and financial aid seminars, and the opportunity to take dual enrollment classes.

44.80

41.30

50.00

65.00

#### College Persistence Rate

To achieve this goal, on a monthly basis our One Goal Coordinator will communicate with recent graduates who participated in the One Goal Program to ensure that they are on track. For students who did not participate in the One-Goal Program, our Post-Secondary team members will work closely with them throughout their senior year to ensue that they have selected a school that meets their academic needs and that they can afford.

53.30

38.30

55.00

65.00

#### Average Daily Attendance Rate

To achieve this goal, on a daily basis our attendance coordinator monitors attendance. Parent conferences are scheduled for students who are chronically late. In addition, the parent and student must sign a quarterly attendance contract. t

80.50

81.10

85.00

90.00

Custom metrics

3 of 3 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Curriculum Priority - Curriculum Alignment Goal

By the end of 1st Quarter teachers should have revised and submitted their curriculum maps to show evidence of Horizontal and Vertical Alignment. Vertical Alignment defined as showing a progression in course's scope and sequence incorporating grade-level CCSS or NGSS skills. Horizontal Alignment defined as including at least 1 cross-curricular or STEM Problem Based Learning Unit or project per quarter. This metric is measured as percent of teachers submitting curriculum maps and student work indicating the above.

(Blank)

25.00

100.00

100.00

Instructional Priority - Corliss Strategic Literacy Plan Goal

All teachers will participate in the Corliss Strategic Literacy Plan. "Participate" being defined as providing evidence on a weekly basis of instruction on the Quarterly CCSS Reading Foci. Evidence is provided in lesson planning, aligned weekly assessments, and classroom observations either by admin. or from using the 5 min. peer observation protocol. This metric is measured as percent of teachers showing weekly evidence.

(Blank)

(Blank)

100.00

100.00

Transitions, College & Career Access & Persistence - College Visit Goal

Corliss and its Post Secondary Partners (i.e. Trio, Gear-up, etc) will plan at least 4 college visits per quarter (20 for the school year) to expose students to post secondary opportunities.

(Blank)

18.00

20.00

20.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Develop programs that increase students sense of belonging, and set high expectations for them to attend school on a regular and timely basis. These programs include, but are not limited to, expanding our arts electives, STEM program, and athletic and non-athletic extra-curricular programs. Also, we will utilize our community partners, such as Gear Up, and Manhood Shelter to address truancy issues. Each program will be reviewed regularly using data from Dashboard and IMPACT for its contributions to student achievement and improved attendance.

Increased student engagement and student voice. When students can take ownership of their education and are involved in activities they feel are meaningful they will be inspired and excited to attend school every day on-time.

The Average Daily Attendance Rate will increase to 85% in the 2016 - 2017 School Year and 90% in the 2017 - 2018 school year.

Tags:  
Attendance

Area(s) of focus:  
2

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Corliss will use 5 week Dashboard data regarding attendance, on-track rates, and misconducts to assign students to MTSS tiers and to provide appropriate interventions including referral to programs designed to improve attendance such as Polished Pebbles and Manhood Shelter.

Attendance Coordinator, MTSS Team

Sep 6, 2016 to Jun 23, 2017

MTSS Team meeting agendas

Not started

**MTSS, Attendance, Data Use**

Corliss will develop quarterly school-wide grade-level attendance incentive programs.

Grade Level Teams, Administration

Sep 5, 2016 to Jun 23, 2017

Grade Level Team Agendas including attendance lists of students participating in incentives.

Not started

**Attendance**

Through professional development, 100% of teachers will have a working knowledge of current MTSS tier interventions concerning academics, attendance, and truancy.

All Teaching Staff

Sep 5, 2016 to Sep 30, 2016

PD Agenda and Grade level Attendance sheets.

Not started

**MTSS, Attendance**

Grade Level Teams, facilitated by Diverse Learner Department Members, will examine select diverse learner rates of attendance to determine if students need interventions related to their disability to re-engage them in the learning process. This will be a permanent agenda item in grade-level meetings.

Service Providers/Grade Level Teams

Sep 5, 2016 to Jun 23, 2017

Agendas from Grade Level Team Meetings

Not started

**Attendance**

Teachers and staff will utilize Student Logger to note phone calls home to truant students, and report chronic truancy to the Attendance Coordinator.

Teachers, Attendance Coordinator

Sep 5, 2016 to Jun 23, 2017

Student Logger entries

Not started

**Attendance, Data Use**

**Strategy 2**

If we do...

Corliss Early College STEM High School will increase it's capacity to integrate STEM curriculum and activities into its school culture and academic schedule. Corliss will vertically and horizontally align its courses with a STEM focus.

...then we see...

Students will become better problem solvers, be able to think creatively, communicate effectively, and think critically.

...which leads to...

Science math goals. Increased rankings for Math in the My Voice My School Survey. College persistence increase from 38% to 46%. Attaining Curriculum Alignment Goal.

Tags:

Specialized Academic Programs - STEM

Area(s) of focus:

1, 2, 4, 3

Action step	Responsible	Timeframe	Evidence for status	Status
By the end of summer 2016 teachers will submit their curriculum maps to show evidence of Horizontal and Vertical Alignment. Vertical Alignment defined as showing a progression in course's scope and sequence incorporating grade-level CCSS or NGSS skills. Horizontal Alignment defined as including at least 1 cross-curricular or STEM Problem Based Learning Unit or project per quarter.	Teachers	Jul 1, 2016 to Aug 31, 2016	Curriculum Maps	Not started

**Horizontally aligned, Vertically aligned, Curriculum alignment**

Corliss will increase the number of STEM related activities across the content areas. This includes quarterly enrichment activities (i.e. visiting the Chicago Water Reclamation plant), increasing the number of STEM-related extracurricular activities from 3 with 4. (e.g. robotics competitions, field trips, science fairs). During the Summer of 2016 Corliss will participate in opportunities for students to work with the Federal EPA in an internship program. This initiative includes monitoring attendance and participation to make sure programs are being operated with fidelity.	STEM Program Manager	Sep 5, 2016 to Jun 23, 2017	Activity records / enrollment	Not started
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**Specialized Academic Programs - DC/DE, Specialized Academic Programs - STEM**

On a quarterly basis, STEM Integration Specialist will provide teachers with PD on how to incorporate aspects of STEM curriculum across all content areas driven by Problem Based Learning units and projects.	STEM Integration Specialist	Sep 5, 2016 to Jun 23, 2017	PD Agendas	Not started
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**Specialized Academic Programs - STEM, Professional Learning, Instructional Coaching**

Corliss will incorporate at least 2 dual enrollment courses in the fall of 2016 - 2017, increasing the number of courses to 3 for the 2017 - 2018 school year.	STEM Program Manager	Sep 5, 2016 to Jun 22, 2018	Dual Enrollment	Not started
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**Specialized Academic Programs - DC/DE, Specialized Academic Programs - STEM**

Corliss will certify 4 in house teachers to teach dual-credit / dual enrollment courses.	STEM Program Manager	May 2, 2016 to Aug 31, 2016	Certified teachers	Completed
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**Specialized Academic Programs - STEM**

Corliss STEM Integration Specialist will host a STEMposium to expose incoming freshmen to STEM Careers and skills.	Administration	Sep 5, 2016 to Dec 31, 2016	STEMposium agenda	Not started
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**Specialized Academic Programs - STEM**

Teachers will plan lessons around an "essential question" which focuses on a real-life problem or STEM related career.	Administration	Sep 5, 2016 to Jun 23, 2017	Essential Question evidence in lesson planning	Not started
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**Specialized Academic Programs - STEM**

Corliss will continue to implement the ISBE Model Math Curriculum improving on last year's practice, scope and sequence.	Math Department	Sep 5, 2016 to Jun 23, 2017	Curriculum Maps	On-Track
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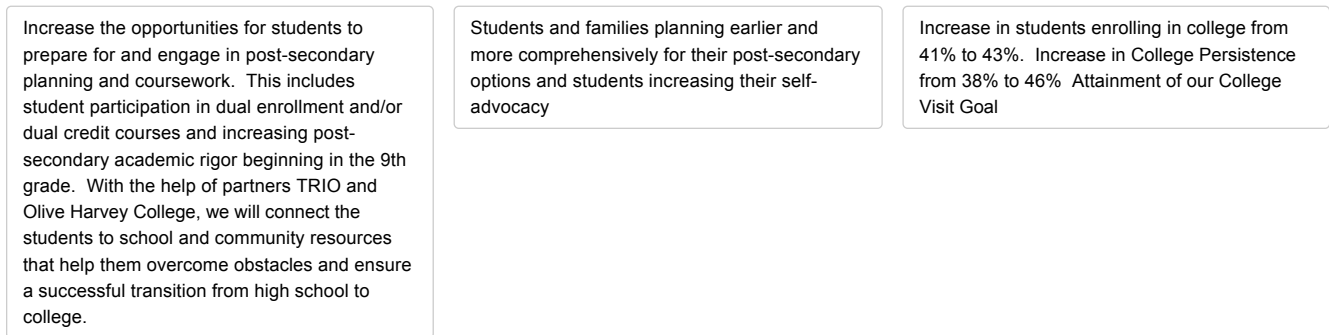
**Math curriculum**

**Strategy 3**

If we do...

...then we see...

...which leads to...



Tags: Specialized Academic Programs - AP, College Access and Persistence

Area(s) of focus: 3

Action step	Responsible	Timeframe	Evidence for status	Status
Corliss will use assessment, attendance and achievement data to target students for dual enrollment courses and future internships with external partners, including Olive Harvey College and our corporate sponsor, Verizon.	MTSS Team	Sep 5, 2016 to Jan 31, 2017	Dual Enrollment	Not started

**Data Use**

ONE GOAL teachers will collaborate with teacher teams to share non-cognitive strategies and reflective writing techniques used on personal statements in order to expand ONE GOAL program philosophies to all Junior and Senior Students.	One Goal Teachers	Sep 5, 2016 to Jun 29, 2017	PD Agenda	Not started
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**College Access and Persistence**

Corliss will increase the number of students passing the COMPASS exam to be placed into college level English and Math classes from 2% to 5%.	STEM Program Manager	Sep 5, 2016 to Jun 23, 2017	COMPASS Scores	Not started
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**Specialized Academic Programs - STEM, College Access and Persistence**

Corliss will have a summer transitional counselor available to support student transitions to post-secondary opportunities.	Counselor	Jun 23, 2016 to Aug 31, 2016	Position filled	Not started
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**College Access and Persistence**

Corliss Post-Secondary Leadership Team will implement guidance lessons centered around post secondary planning activities with students directly in classrooms. They meet every 2 weeks to ensure each student has a solid post-secondary plan.	Counselor, Post Secondary Team	Sep 5, 2016 to Jun 23, 2017	Agendas from meetings	Not started
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**College Access and Persistence**

In collaboration with post secondary partners (TRIO) school counselors and, each grade level will develop and implement a college and career exposure plan including a minimum of 20 college tours, fairs, and one-on-one meetings with admission reps. This plan will be communicated to Teacher Teams as it is updated so academic planning will be optimized.	Post Secondary Team	Sep 5, 2016 to Jun 23, 2017	College and Career Exposure plan	Not started
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**College Access and Persistence**

**Strategy 4**

If we do...

Increase teacher capacity to engage student's social emotional and academic needs. Corliss teachers will integrate Positive Behavior Intervention Supports (PBIS) and tiered intervention strategies into their daily instructional activities which are aligned to REACH Domain 2.

...then we see...

Students developing academic mindsets and behaviors. This includes taking ownership and pride in their work as well as receiving meaningful academic and social emotional feedback, positive encouragement and participating in restorative justice practices

...which leads to...

Increase in student achievement, decrease in discipline referrals and disruptive behaviors.

Tags: MTSS, Climate and Culture, Pbis, Interventions, Social emotional

Area(s) of focus: 2

Action step

Responsible

Timeframe

Evidence for status

Status

Corliss will partner with Alternatives Inc. to incorporate a Restorative Justice Coordinator to facilitate classroom circles, peace circles, talking circles, and restorative conversations.	Restorative Justice Coordinator	Sep 5, 2016 to Jun 23, 2017	(Blank)	Not started
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**Intervention, Restorative approaches, Restorative justice**

MTSS and School Culture Team will facilitate the PBIS "Trojan Pride" program which uses "Trojan Bucks" to encourage positive student behavior and self-esteem.	MTSS Team School Culture Team	Sep 5, 2016 to Jun 23, 2017	(Blank)	Not started
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**Pbis, Social emotional**

Literacy Lead Teacher will complete BOY workshop on cooperative learning that includes social emotional supports such as developing teamwork, trust, and respect between group and class members.	Literacy Lead Teacher	Sep 5, 2016 to Nov 30, 2016	PD Agenda, Grade Level Sign-Ins	Not started
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**Science, Climate and Culture, Instruction**

Corliss Lead teachers will offer individualized coaching and support for CHAMPS implementation, with a focus on helping newer teachers.	Lead Teachers	Sep 23, 2016 to Jun 23, 2017	Lead Teacher Class Visit logs	Not started
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**Instructional Coaching, Climate and Culture**

School Culture Team and the ILT will use Student Logger, grades, attendance and other data to help evaluate MTSS effectiveness and assign tiered interventions.	School Culture Team, ILT	Sep 5, 2016 to Jun 23, 2017	MTSS Tier Lists	Not started
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**MTSS, Climate and Culture, Data Use, ILT**

School Culture team will implement the following Tier II supports: Pretty Brown Girls, Evidence-Based Small Group Social Work (Think First, SPARCS), Check-In Check-Out, Restorative Practices, Urban League.	School Culture Team	Sep 5, 2016 to Jun 23, 2017	Program attendance logs, agendas.	Not started
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**MTSS, Climate and Culture, Pbis**

School Culture Team will provide the following Tier III supports: Functional Behavior Assessment and Behavior Intervention Plan, Individual Social Work Services, Individual therapy, Urban League 1-1 mentoring, Individual Counseling DCFS Wards.	School Culture Team	Sep 5, 2016 to Jun 23, 2017	Intervention attendance logs, reports	Not started
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**MTSS, Climate and Culture, Parental involvement**

**Strategy 5**

If we do...

...then we see...

...which leads to...

Corliss will increase teacher capacity to deliver high quality, rigorous instruction in CCSS and NGSS skills through a series of grade-level PD's incorporating but not limited to the ISBE Model Math Curriculum, the Corliss Strategic Literacy Plan, and NGSS. Instructional PD, peer observations, and resources regarding these foci will include the Gradual Release of Responsibility Model, facilitation of collaborative conversations and groups, Problem Based Learning, and effective weekly assessment and quarterly interim assessment analysis.

An increase in the level of Bloom's Taxonomy rigor and REACH Instructional Scores. Increased student engagement, use of CCSS grade-level text complexity and on-going aligned formative and summative assessments.

Higher Student Achievement Scores (ACT/SAT/PARCC) in Reading, Math, and Science. Attainment of our Literacy Plan Goal.

Tags:  
Instruction strategy

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Evidence for status	Status
Corliss will develop a professional development plan which will include incorporating Literacy CCSS across all content areas, as well as Math and NGSS, utilizing GAINS, Academic Approach, and Cambridge data analysis and assessments to support standard based instruction.	Administration	Sep 5, 2016 to Jun 23, 2017	2016 - 17 Professional Development Plan	Not started

**Professional development**

The Math Department will institute a 50 minute word problem session per week. Teachers will focus on math word problem strategies to build their student's capacity for handling higher level, more complex word problems.	Math Department	Sep 5, 2016 to Jun 23, 2017	Evidence from lesson planning, student work.	Not started
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**Mathematical practices**

Corliss will designate a STEM / Math / Science Lead Teacher as well as a Lead Literacy teacher. These teaching coaches will aid Literacy, Math and Science instruction, lesson planning, and offer co-teaching to facilitate our Project Based Learning and Literacy Initiatives.	Administration	Aug 1, 2016 to Sep 5, 2016	Position Filled	Not started
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**Stem, Co-teaching, Coaching**

Teachers will participate in weekly Peer Observations based on Marzano's 5 minute Peer Observation Protocol .	Grade Level Teams	Sep 5, 2016 to Jun 23, 2017	School keeps a Binder with Teacher notes and recommendations for this protocol.	Not started
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**Peer observation**

Corliss will implement the Corliss Strategic Literacy Plan for all content areas. This plan includes grade-level PD and both online and on-site instructional resources to facilitate CCSS ELA instruction in writing, speaking and learning, utilization of complex texts, and quarterly reading skills foci.	All non-math teachers, Lead Literacy Teacher	Sep 5, 2016 to Jun 23, 2017	Lesson Plan Feedback, Class Visit forms, 5 min Peer Observation Notes	Not started
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**Instruction, Professional development, Instructional materials, Coaching, Ccss literacy**

Teachers will use weekly CCSS aligned quizzes, 5th week assessments, and quarterly Interim assessments to monitor, analyze, and evaluate specific skill mastery.	Teachers, administration	Sep 5, 2016 to Jun 23, 2017	Copies of weekly quizzes with data of % skill mastery.	Not started
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**Data driven instruction, Assessment policy**

All teachers will develop biweekly lesson plans that reflect our TIA, literacy, and Powerful Practice: Citing evidence to support a conclusion, along with the quarterly literacy skill foci.	Teachers	Sep 5, 2016 to Jun 23, 2017	Lesson Plans, Lesson Plan Feedback	Not started
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**Tia, Powerful practice**

Lead Literacy Teacher will provide professional development and review the implementation of Achieve 3000, and GAINS quarterly interim assessment data. Data from Achieve 3000 will be provided to the 9th Grade Team on a monthly basis to inform instructional decisions. GAINS data will be provided school-wide on a quarterly basis.	World Studies Teacher, Lead Literacy Teacher	Sep 5, 2016 to Jun 23, 2017	Achieve 3000 Student Progress Reports, 9th Grade Team Agendas	Not started
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**Data tracking, Ccss literacy**

The Science Department will host a minimum of 4 NGSS lab experiences per semester to maximize student engagement. Each lab will also consist of a lab report which will include CCSS ELA writing skills in its rubric.	Science Department	Sep 5, 2016 to Jun 23, 2017	Student work	Not started
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**Science lab, Ccss science**

Action Plan

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

<p>✦ Corliss will use 5 week Dashboard data regarding attendance, on-track rates, and misconducts to assign students to MTSS tiers and to provide appropriate interventions including referral to programs designed to improve attendance such as Polished Pebbles and Manhood Shelter. Tags: Attendance, MTSS, Attendance, Data Use</p>	Attendance Coordinator, MTSS Team	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Corliss will develop quarterly school-wide grade-level attendance incentive programs. Tags: Attendance, Attendance</p>	Grade Level Teams, Administration	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ Through professional development, 100% of teachers will have a working knowledge of current MTSS tier interventions concerning academics, attendance, and truancy. Tags: Attendance, MTSS, Attendance</p>	All Teaching Staff	Sep 5, 2016	Sep 30, 2016	Not started
<p>✦ Grade Level Teams, facilitated by Diverse Learner Department Members, will examine select diverse learner rates of attendance to determine if students need interventions related to their disability to re-engage them in the learning process. This will be a permanent agenda item in grade-level meetings. Tags: Attendance, Attendance</p>	Service Providers/Grade Level Teams	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ Teachers and staff will utilize Student Logger to note phone calls home to truant students, and report chronic truancy to the Attendance Coordinator. Tags: Attendance, Attendance, Data Use</p>	Teachers, Attendance Coordinator	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ By the end of summer 2016 teachers will submit their curriculum maps to show evidence of Horizontal and Vertical Alignment. Vertical Alignment defined as showing a progression in course's scope and sequence incorporating grade-level CCSS or NGSS skills. Horizontal Alignment defined as including at least 1 cross-curricular or STEM Problem Based Learning Unit or project per quarter. Tags: Specialized Academic Programs - STEM, Horizontally aligned, Vertically aligned, Curriculum alignment</p>	Teachers	Jul 1, 2016	Aug 31, 2016	Not started
<p>✦ Corliss will increase the number of STEM related activities across the content areas. This includes quarterly enrichment activities (i.e. visiting the Chicago Water Reclamation plant), increasing the number of STEM-related extracurricular activities from 3 with 4. (e.g. robotics competitions, field trips, science fairs). During the Summer of 2016 Corliss will participate in opportunities for students to work with the Federal EPA in an internship program. This initiative includes monitoring attendance and participation to make sure programs are being operated with fidelity. Tags: Specialized Academic Programs - STEM, Specialized Academic Programs - DC/DE, Specialized Academic Programs - STEM</p>	STEM Program Manager	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ On a quarterly basis, STEM Integration Specialist will provide teachers with PD on how to incorporate aspects of STEM curriculum across all content areas driven by Problem Based Learning units and projects. Tags: Specialized Academic Programs - STEM, Specialized Academic Programs - STEM, Professional Learning, Instructional Coaching</p>	STEM Integration Specialist	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ Corliss will incorporate at least 2 dual enrollment courses in the fall of 2016 - 2017, increasing the number of courses to 3 for the 2017 - 2018 school year. Tags: Specialized Academic Programs - STEM, Specialized Academic Programs - DC/DE, Specialized Academic Programs - STEM</p>	STEM Program Manager	Sep 5, 2016	Jun 22, 2018	Not started
<p>✦ Corliss will certify 4 in house teachers to teach dual-credit / dual enrollment courses. Tags: Specialized Academic Programs - STEM, Specialized Academic Programs - STEM</p>	STEM Program Manager	May 2, 2016	Aug 31, 2016	Completed
<p>✦ Corliss STEM Integration Specialist will host a STEMposium to expose incoming freshmen to STEM Careers and skills. Tags: Specialized Academic Programs - STEM, Specialized Academic Programs - STEM</p>	Administration	Sep 5, 2016	Dec 31, 2016	Not started
<p>✦ Teachers will plan lessons around an "essential question" which focuses on a real-life problem or STEM related career. Tags: Specialized Academic Programs - STEM, Specialized Academic Programs - STEM</p>	Administration	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ Corliss will continue to implement the ISBE Model Math Curriculum improving on last year's practice, scope and sequence. Tags: Specialized Academic Programs - STEM, Math curriculum</p>	Math Department	Sep 5, 2016	Jun 23, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Corliss will use assessment, attendance and achievement data to target students for dual enrollment courses and future internships with external partners, including Olive Harvey College and our corporate sponsor, Verizon. Tags: Specialized Academic Programs - AP, College Access and Persistence, Data Use</p>	MTSS Team	Sep 5, 2016	Jan 31, 2017	Not started
<p>✦ ONE GOAL teachers will collaborate with teacher teams to share non-cognitive strategies and reflective writing techniques used on personal statements in order to expand ONE GOAL program philosophies to all Junior and Senior Students. Tags: Specialized Academic Programs - AP, College Access and Persistence, College Access and Persistence</p>	One Goal Teachers	Sep 5, 2016	Jun 29, 2017	Not started
<p>✦ Corliss will increase the number of students passing the COMPASS exam to be placed into college level English and Math classes from 2% to 5%. Tags: Specialized Academic Programs - AP, College Access and Persistence, Specialized Academic Programs - STEM, College Access and Persistence</p>	STEM Program Manager	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ Corliss will have a summer transitional counselor available to support student transitions to post-secondary opportunities. Tags: Specialized Academic Programs - AP, College Access and Persistence, College Access and Persistence</p>	Counselor	Jun 23, 2016	Aug 31, 2016	Not started
<p>✦ Corliss Post-Secondary Leadership Team will implement guidance lessons centered around post secondary planning activities with students directly in classrooms. They meet every 2 weeks to ensure each student has a solid post -secondary plan. Tags: Specialized Academic Programs - AP, College Access and Persistence, College Access and Persistence</p>	Counselor, Post Secondary Team	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ In collaboration with post secondary partners (TRIO) school counselors and, each grade level will develop and implement a college and career exposure plan including a minimum of 20 college tours, fairs, and one-on-one meetings with admission reps. This plan will be communicated to Teacher Teams as it is updated so academic planning will be optimized. Tags: Specialized Academic Programs - AP, College Access and Persistence, College Access and Persistence</p>	Post Secondary Team	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ Corliss will partner with Alternatives Inc. to incorporate a Restorative Justice Coordinator to facilitate classroom circles, peace circles, talking circles, and restorative conversations. Tags: MTSS, Climate and Culture, Pbis, Interventions, Social emotional, Intervention, Restorative approaches, Restorative justice</p>	Restorative Justice Coordinator	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ MTSS and School Culture Team will facilitate the PBIS "Trojan Pride" program which uses "Trojan Bucks" to encourage positive student behavior and self-esteem. Tags: MTSS, Climate and Culture, Pbis, Interventions, Social emotional, Pbis, Social emotional</p>	MTSS Team School Culture Team	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ Literacy Lead Teacher will complete BOY workshop on cooperative learning that includes social emotional supports such as developing teamwork, trust, and respect between group and class members. Tags: MTSS, Climate and Culture, Pbis, Interventions, Social emotional, Science, Climate and Culture, Instruction</p>	Literacy Lead Teacher	Sep 5, 2016	Nov 30, 2016	Not started
<p>✦ Corliss Lead teachers will offer individualized coaching and support for CHAMPS implementation, with a focus on helping newer teachers. Tags: MTSS, Climate and Culture, Pbis, Interventions, Social emotional, Instructional Coaching, Climate and Culture</p>	Lead Teachers	Sep 23, 2016	Jun 23, 2017	Not started
<p>✦ School Culture Team and the ILT will use Student Logger, grades, attendance and other data to help evaluate MTSS effectiveness and assign tiered interventions. Tags: MTSS, Climate and Culture, Pbis, Interventions, Social emotional, MTSS, Climate and Culture, Data Use, ILT</p>	School Culture Team, ILT	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ School Culture team will implement the following Tier II supports: Pretty Brown Girls, Evidence-Based Small Group Social Work (Think First, SPARCS), Check-In Check-Out, Restorative Practices, Urban League. Tags: MTSS, Climate and Culture, Pbis, Interventions, Social emotional, MTSS, Climate and Culture, Pbis</p>	School Culture Team	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ School Culture Team will provide the following Tier III supports: Functional Behavior Assessment and Behavior Intervention Plan, Individual Social Work Services, Individual therapy, Urban League 1-1 mentoring, Individual Counseling DCFS Wards. Tags: MTSS, Climate and Culture, Pbis, Interventions, Social emotional, MTSS, Climate and Culture, Parental involvement</p>	School Culture Team	Sep 5, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Corliss will develop a professional development plan which will include incorporating Literacy CCSS across all content areas, as well as Math and NGSS, utilizing GAINS, Academic Approach, and Cambridge data analysis and assessments to support standard based instruction.</p> <p>Tags: Instruction strategy, Professional development</p>	Administration	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ The Math Department will institute a 50 minute word problem session per week. Teachers will focus on math word problem strategies to build their student's capacity for handling higher level, more complex word problems.</p> <p>Tags: Instruction strategy, Mathematical practices</p>	Math Department	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ Corliss will designate a STEM / Math / Science Lead Teacher as well as a Lead Literacy teacher. These teaching coaches will aid Literacy, Math and Science instruction, lesson planning, and offer co-teaching to facilitate our Project Based Learning and Literacy Initiatives.</p> <p>Tags: Instruction strategy, Stem, Co-teaching, Coaching</p>	Administration	Aug 1, 2016	Sep 5, 2016	Not started
<p>✚ Teachers will participate in weekly Peer Observations based on Marzano's 5 minute Peer Observation Protocol .</p> <p>Tags: Instruction strategy, Peer observation</p>	Grade Level Teams	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ Corliss will implement the Corliss Strategic Literacy Plan for all content areas. This plan includes grade-level PD and both online and on-site instructional resources to facilitate CCSS ELA instruction in writing, speaking and learning, utilization of complex texts, and quarterly reading skills foci.</p> <p>Tags: Instruction strategy, Instruction, Professional development, Instructional materials, Coaching, Ccss literacy</p>	All non-math teachers, Lead Literacy Teacher	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ Teachers will use weekly CCSS aligned quizzes, 5th week assessments, and quarterly Interim assessments to monitor, analyze, and evaluate specific skill mastery.</p> <p>Tags: Instruction strategy, Data driven instruction, Assessment policy</p>	Teachers, administration	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ All teachers will develop biweekly lesson plans that reflect our TIA, literacy, and Powerful Practice: Citing evidence to support a conclusion, along with the quarterly literacy skill foci.</p> <p>Tags: Instruction strategy, Tia, Powerful practice</p>	Teachers	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ Lead Literacy Teacher will provide professional development and review the implementation of Achieve 3000, and GAINS quarterly interim assessment data. Data from Achieve 3000 will be provided to the 9th Grade Team on a monthly basis to inform instructional decisions. GAINS data will be provided school-wide on a quarterly basis.</p> <p>Tags: Instruction strategy, Data tracking, Ccss literacy</p>	World Studies Teacher, Lead Literacy Teacher	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ The Science Department will host a minimum of 4 NGSS lab experiences per semester to maximize student engagement. Each lab will also consist of a lab report which will include CCSS ELA writing skills in its rubric.</p> <p>Tags: Instruction strategy, Science lab, Ccss science</p>	Science Department	Sep 5, 2016	Jun 23, 2017	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

# NCLB Program

## NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

# Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent Plan

### Parent Involvement Policy

Complete

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

The school will ensure parent involvement through semester meetings, mailings, home visits, and questionnaires soliciting their input, involvement, and consultation in the areas.

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

Cortiss will hold its Title One Annual Meeting and Organizational Meeting on Saturday, October 1, 2016 respectively at 9:30 AM and 11:00. AM.

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

The school will provide meetings during report card pick-up, the regular school day, and during evening hours. Announcements will be made through flyers, mailings, phone communications, emails through CPS Parent Portal. We will hold the annual meeting in September. In addition to monthly PAC meetings.

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

The school in partnership with the PAC & LSC will provide quarterly meetings for parent suggestions and participation in the education of their children.

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

Copies of state assessments will be mailed home to parents. We will also provide an after-school pick-up session to inform and advise parents on the report.

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.

Notices will be mailed to parents within the allotted time frame.

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



The school will provide three meetings per year to address this issue: orientation, 1st semester report card pick-up, and 2nd semester report card pick-up. Parents will be notified of these meetings through News Letters and phone calls.

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.

There will be a designated parent room located in the school. Parents will have access to technology, and resource materials to help them work with students and meet with teachers in literacy training.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

The school will invite parents to at least one staff meeting per semester. During these meetings parents and teachers will collaborate on programs and issues important to the parents

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.

The school shall make parents aware of these programs through News Letters, and phone calls. Several training sessions will be scheduled for parents within the school.

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 school shall make parents aware of these programs through News Letters, and phone calls. Several training sessions will be scheduled for parents within the school.

#### 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)

NA

#### 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 school will create a reading/learning environment through which all students including those with special needs, become educated and enriched participants in the community, nation, and the world at large.

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

Parent/Teacher conferences will be provided. Parent/Teacher request at agreed upon date and time to meet. Parents can conferences with teachers on designated CPS Report card pick-up days.

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

Reports on student progress will be provided to parents on the fifth week of each quarter. Report cards are provided every 10 weeks. Teacher/Counselor conference calls as needed.

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

Parents will make appointments to meet with teachers during their planning times.

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 will need to follow CPS policy for parent volunteering and communicate request through administration after clearing process.

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

Parents will support their child's learning through report card pick-ups, monitoring their attendance, helping with homework, and through teacher conferences, monitoring parent portal attending educational field trips, monitoring completion of homework and enrolling their child in enrichment programs.

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 will participate on the PAC and LSC for the school and attend planning meetings

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 will participate on the Student Attendance Committee, Principal's Student Advisory Council, SLC Student Advisory Council as well as Student Council to voice their opinions and offer solutions. Student surveys will be issued frequently to assess.

Parent Budget

Complete

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

The Parent Advisory Committee will meet monthly to review school wide achievement and attendance data.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 657 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 650 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 650 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 650 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ 0 .00

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53306

**Software**

Must be educational and for parent use only.

\$	0	.00
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55005

**Furniture and Equipment**

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

\$	0	.00
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