



Marquette Elementary School (/school-plans/281) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/11/2016	CIWP Team Members	CIWP Orientation

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.

1 2 3 4

Score: 4. Marquette has many systems in place where nearly all practices are consistently evident for all students and/or staff. Marquette staff has an unwavering commitment to fulfilling a shared vision of success. A clear focus with high expectations for all, including students, motivate the entire school community which allows for a continuous strive to excellence for everyone. Evidence shows there are multiple shared leadership structures. Teachers and staff view their responsibilities as a collective and take an "all hands on deck" and an "all MRQ students are my students" approach. The school has clearly defined instructional priorities that guide decision-making, programming, and staff development. To manage change, systems of supports and communication have been created to assist teachers and staff and allow for feedback.

Our growth areas fall in the following areas: Buffer staff from external distractions to the school' priorities and goal. There are at times competing priorities from external sources.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

SEF Score: 4. The ILT is comprised of 4 program leaders and 9 teachers. Team members applied and/or were nominated to participate and represent early childhood, special education, math, ELA, science, EL, primary, intermediate, and middle school. We utilize a 4 step Problem Solving Process protocol that facilitates an examination of data with guiding questions embedded to identify problems, associated data, strategy enactment and metrics for determining progress. Meetings are held 1 - 2 per month, with norms that were collaboratively developed. ILT members have shared out Winter NWEA data, facilitated components of the teaching and learning cycle and conducted GLT meetings.

Areas of growth include: having a more intentional focus on examining student work, providing a structure for ILT teachers to lead content/grade clusters meeting, and ensure routines are in place for genuine collaboration between the team can occur.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

SEF Score: 3 . Evidence suggests that the level of professional development experienced at Marquette School of Excellence is of high quality. 100% of teachers interviewed cited our consistent approach to inducting and supporting new teachers as one of our strengths. 85% of all exit ticket data and surveys about professional learning offerings in the school year 2014-2015 had highly favorable responses. Our 5E performance rating for Collaborative Practices was "strong." Teachers have opportunities weekly via grade level team meetings to collaborate and learn together through our learning and teaching cycles.

However, teachers and students would benefit from a more differentiated plan that allows teachers to receive timely and targeted feedback after putting certain practices into place. Teachers expressed that they would like input on summer course offerings and flexibility to attend or not attend courses/workshops they deem unnecessary, especially if their ratings/data and support their claim.

Guide for Professional Learning

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

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

We have rated the alignment of our resources a score of 3. There is evidence that most practices are consistently employed for most staff and in most instances. Our strengths are in alignment of the budget to school priority goals. Purchasing procedures are well-streamlined and there is evidence of a balanced use of strategic/non-strategic vendors. The grade level teams are progress monitoring students' growth using purchased programs as well as evaluating the programs themselves in terms of how they serve our purpose of supporting and measuring students' growth. The school has a hiring team made up of representatives throughout the school. There are steps within the interview process (resume review, phone screening, demo lessons, panel interviews, admin interviews). When Ts leave the school, exit interviews are performed. The school has also fostered strong partnerships with community organizations with aligned missions.

Our growth areas fall in the following practices: (1) the development of a teacher retention strategy. We need to build in regular temperature checks with our teachers to hear directly from them and address needs. We also need to continue to develop ways to allow for Ts' voice and choice to inform their own development experiences. (2) RLS providers do not have much impact at the classroom level. We are also not leveraging our RLS providers as part of our MTSS team (this is something we hope to do.) (3) Our school day is structured for grade level collaboration (because we know T learning drives S learning). However, the schedule does not allow for vertical content team collaboration. Also, we do not have structured time to address SEL learning needs of our students.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**

- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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.

Score

1 2 **3** 4

The curriculum category was rated a score of a 3. Most practices are consistently evident for some or all students. 5E surveys shows that teachers and students find ambitious instruction is very strong—both ELA and math scoring 99%. Engage AUSL is an academically rigorous curriculum that motivates students to think and contribute high quality work that expands outside the school setting. The curriculum provides structure through pacing guides and curriculum maps and aligns with the common core standards. The incorporation of anchor charts allows a visible display of the most important information to be used as a guide for students. Also, there is an integration of the IB program into the curriculum that makes real world connections during instruction. Framework for Teaching evidence also shows that 65% of our teachers are designing coherent instruction at a proficiency rating or higher.

Areas for growth for this category are: (1) the integration of social emotional learning opportunities for all students including diverse learners, ELs, and advanced learners. There is an opportunity for teachers to be trained on ways to include SEL into their curriculum. (2) Ensure there are modifications placed in unit plans for diverse learners. (3) Based on the five essential survey, there was a very weak score for academic press which indicates teachers expectations for students meeting academic demands is low.

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

We have rated instructional materials a score of 3. There is evidence that most practices are consistently employed for most staff in most instances. Results from an interview of 9 teachers (Gen Ed., ELL, Primary, Intermediate and Middle school) and one TA showed that our strengths are teachers have 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 are at varied levels of support and challenge.

Our growth areas are: (1) we do not have Spanish materials for our EL students. We have been researching materials in Spanish that would complement our curriculum. We should also reach out to the EL Specialist at ANet and the Unbound Ed EL Specialist. (2) Our students do not make choice for our instructional materials. We can conduct students surveys to gain insight into what instructional materials students would like to have, and if budget allows, obtain those materials. (3) Our instructional materials does not address the emotional needs of our students. We should start to conduct research for materials that would meet the emotional needs of our students and try to partner with outside vendors for programs that have social/emotional learning.

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

Rigorous Student Tasks:

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

Score

1 2 3 4

SEF Score: 2

Teacher proficiency averages in the 4 metrics from the 2015-2016 REACH summary ratings associated with demonstrating a belief that all children can learn: designing coherent instruction, using questioning and discussion techniques, engaging students in learning and creating a culture of learning totaled 62%. On a scale of 100, this would be an unsatisfactory result.

A general review of ELA tasks through observation indicate that of the 3 key shifts in ELA (complex texts, text evidence, and building knowledge) all 3 are being implemented to a degree in most classrooms consistently. Mitigating factors, such as access of Spanish language, age-appropriate complex texts, variability in teacher and student use of sentence stems for citing text evidence and lack of adequate measures to determine sufficient background knowledge thru non-fiction attainment, make this a difficult area to define a strength in. A general review of Math tasks through observation indicate that of the 3 key shifts in Math (focus, coherence, and rigor) are evident in most classrooms. Of the 3 shifts, focus on the major works of the grade is consistently evident in instruction. Coherence within the grade was observed in a few intermediate and middle school classrooms. Building opportunities for conceptual understanding to develop and overcoming challenges with students' deficit with number sense and fluency are currently areas of growth.

Least apparent in most classrooms was the opportunity for students to create authentic work for real audiences beyond presentations during content nights (Literacy, Math, Science). Classrooms that are engaging students in authentic work tasks are mostly provided by teachers, not students. An additional area of growth would be developing a common language for expectations of what "strategic thinking, rich and relevant" examples look like in student work across the grades.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

We have rated our Transitions, College & Career Access & Persistence a score of 2. FEW of the practice are CONSISTENTLY evident. While many of the key practices have been evident in past years, with the loss of the lead who normally coordinates the events, conferences, and process of transition to HS, many practices are not being implemented consistently. We are conferencing with 8th grades on HS selection and have assisted families through the application process. Our teachers have data conversations with their students at all grade levels. The school also has partnerships with GearUp and has consistently, until recently, taught HS preparation curriculum to MS students.

We have growth areas within many of the practices for this component. Systems and structures for informing families and assisting students through transitions need to be developed. As a school, We also need to raise students' awareness of academic/professional world beyond K-12. We are an IB school and also need to better prepare students and families for understanding the continuity of HS IB programming. We need to coordinate partnerships and raise awareness of HS IB programs.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

We have rated our Instruction practice a score of 3. This year, nearly all practices are supporting and developing teachers' abilities to finely hone instructional skills. The practices are present at Marquette in order to develop teachers abilities to shift from one approach as a the situation demands by carefully monitoring the effect of instruction on student learning through learning walks, coaching cycles and ILS walk-thrus. Teachers are developing the ability to incorporate ideas and concepts from other parts of the curriculum into their explanations and activities through grade and content area collaboration and coaching. Teachers are gaining the expertise through teacher directed professional development to implement questions that probe student thinking and serve to extend understanding. The practices implemented at Marquette School of Excellence in regards to instruction are consistently evident for SOME students and staff members. There is evidence that students, teachers and the community are co-driving practices along with the principal.

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

We have rated our multi-tiered system of supports a score of 2. This year, our school's focus has been on developing the tier 1 instructional practices of our teachers. T-learning has prioritized the implementation of CCSS-aligned instruction, student work analysis, and adaptive teaching planning. Within our tier 1, we also have been building our teachers' capacity to facilitate targeted, data-driven small group instruction. In our benchmark grades, we are also implementing tier 2 and 3 ELA interventions through an additional period of Read 180/System 44. Our small group instruction (whole school) and our, Read 180 and System 44 interventions (in targeted grade levels--4,6,7th) are being implemented with consistency.

Our growth areas fall in the following practices: (1) Our tiers 2 and 3 (in all but our targeted grade levels) are under-developed. (2) We do not yet have an MTSS team that includes and coordinates teachers and RLS providers to plan and monitor interventions and PLPs. (3) We do not yet have clear protocols for communication throughout the MTSS process (among teachers, MTSS team, and families). (4) We also do not have a clear "road map" that delineates our MTSS process and includes clear entry/exit criteria for each tier. Our MTSS system and team have yet to be developed to meet the tiered intervention needs of all MRQ students (especially the large number of students falling below grade level expectations--50th percentile)and fully support teachers and families throughout the process.

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

While Marquette utilizes many assessment measures - ANET, NWEA, PARCC, ACCESS, exit tickets - some teachers are still having difficulty differentiating classroom assessments for their students. Progress reports are sent home by the school every 5 weeks, and from some classes every 2. However, many teachers are not diligent about grade entry, providing inaccurate picture of student performance. Also, teachers not sure how to grade students that are productive and putting in effort, but are not performing at grade level. How can we communicate learning progress to parents accurately and timely?

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

SEF Rating: 3--Our school's culture for learning emphasizes the importance of education for and from students and teachers. Students and teachers are involved in year round goal setting conferences. Interview results indicate that students and teachers assume responsibility for producing high quality work and high learning expectations. Students viewed our approach to College and Career Readiness as a motivator for their personal achievement. However, next steps for our school includes digging deeper into our current 5E standing with Academic Press which received a 4 within our Ambition Instruction score and infusing our IB principles into our daily PreK-4 program so as to improve student mindset and behaviors intrinsically. Currently our approach includes extrinsic motivators such as incentives, pep rallies, and award ceremonies.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

We have rated Relational Trust a score of 3. There is evidence that most practices are consistently employed for most staff and in most instances. As evidenced by interviews with teachers (primary, intermediate and middle school) and students and our 5E survey, Marquette is characterized by high levels of relational trust between school participants. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring.

Our growth areas fall in the following practices: (1) creating opportunities for older students to mentor younger students. We can capitalize on our current structures in place such as National Honor Society, Ambassadors, students who are in clubs and selective enrollment track students to serve as mentors for younger students. These students have proven excellence. (2) Create opportunities to learn about the community they serve. We can reach out to community partners for these opportunities (3), provide training to engage diverse families and communities (e.g., culture and neighborhoods). We can host family night focused on learning about diverse families and communities or try to incorporate this into the IB curriculum.

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	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

The student voice, engagement, and civic life category was rated a score of 3. Most practices are consistently evident for some or all students. The students are interested and engaged in learning, invested in their school, and contributing to their community. Also, the school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming. The five essential survey reports that Marquette received an aggregate score of 72, that suggest a strong performance in this area. Also, students have a wide access to a variety of extracurricular activities including programs with a civic life and leadership focus. There are 30 different after-school programs and 26 College and Career Institute programs offered for students. Marquette has a middle year program for IB. Therefore, teachers integrate the IB curriculum into their unit plans to assist with exposing students to real world applications. The Mikva Peace and Leadership Council is a student voice committee that surveys students about their concerns, research the topics that are found to be most relevant, and develop an action plan. Additionally, there have been several projects this school year that have made positive contributions to the school and community: (1) 7th grade project -water collection for the residents of Flint, MI. (2) National Elementary and Junior Honor Society members completed a variety of service learning projects. (3) Students participated in the soapbox competition that was influenced by the various concerns of the students.

An area for growth for this category is the enhancement of programs and activities for students in primary grades (K-5th). Currently, many of the programs target middle school students. There are not many programs that give primary students the opportunity to make decisions that contribute to their school community and provides them a space for increased engagement. Also, based on student interviews they would like to see grade level leadership roles like Class President and peer jury incorporated.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

In the 5Es survey, when students questions regarding how safe they felt within and outside of the school, 99% of students reported "very strong." The 5Es survey was completed 96% of our student population. Interviews with the security team also indicates there is a specific focus in school planning on clear expectations for Ss and faculty at various locations, process, and monitoring for student transitions, entry/dismissal, regular hallway patrol, lunch, recess and optimizing use of our security. Clear communication of school wide expectations is evidenced by posted expectations in all areas of the school, in teachers' language in hallways and in classrooms, printed in handbooks.

Growth areas in this component include the need to establish a culture where Ss feel safe reporting out without fear of escalating the situation. In student interviews, there was a trend of students feeling that if they reported incidents of misbehavior there would be escalating consequences. Another area of growth is to address some adults' concerns that there are some transitions that are not always safe (The majority of transitions are safe, however we need to improve the ones that are not. For example, some adults have seen Ss running down stairs, students pushing each other down stairs, etc.). SEL is not a school-wide focus. While all Ts work to develop positive relationships with students, not all Ts address students' SEL through intentional instruction. Security could benefit from monthly reminders of expectations of posts and meeting locations.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

We have rated our Restorative Approaches to Discipline a score of 2. At Marquette, few of the restorative approaches to discipline practices are consistently evident. Marquette needs to implement policies and procedures that emphasize proactive, instructive and restorative approaches that minimizing punitive consequences. After review of Dashboard data and interview of Dean of Students it is evident that Marquette would benefit from a team that meets regularly to organize systems that support restorative environment and implementation of a multi-tiered system of supports for social, emotional and behavioral growth. Are current discipline practices are primarily focused on punishing behavior as opposed to shaping behaviors. However, through classroom observations Marquette staff members have created and implemented routines and procedures central to the learning environment. When misbehavior occurs, Marquette needs to seek to understand the underlying reasons in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1 2 **3** 4

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.

We have rated our Parent Partnership a score of 3. At Marquette School of Excellence most practice are consistently evident for some or all. Over 75% of parents responded to the My Voice, My School Parent Survey. Our school's average score was 8.6 on a 10 point scale. Our parents report that our school community is "very strong." For parent-teacher partnership, parents rated the school "very strong." Marquette school develops strong parent partnership through the activities and opportunities for parents to participate and volunteer inside the school. The school hosts several parent education nights (1 per quarter), content nights (literacy, math, science), a yearly world's fair. At each event, community partners are invited and participate to share educational and community resources (e.g. "SitStayRead" partners with us every year.) Parents also learn about instructional programs and activities they can do at home to help support student learning. At report card pickup, parents receive tutorials on Parent Portal. Parents have multiple opportunities to voice concerns/suggestions (i.e. LSC, BAC, PAC, Principal open door policy allows them to voice concerns outside of those regularly scheduled events.). We also have parent mentors that support primary grades. Evidence shows successful improvement of students' mastery of sight words and other skills.

Growth areas in this component include partnering with parents around bullying and social emotional supports for children in school and at home. On the parent survey, 78% of parents indicate that bullying is a problem at the school. We also need to provide more information about IB for parents to K-8.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

- 3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life
- 4 Culture of & Structure for Continuous Improvement: Instructional Leadership Team
- 4 Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility

1	2	3	4	5	⊕
1	2	3	4	5	⊕
1	2	3	4	5	⊕

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Over the next two years we will prioritize developing our Tier 2 and 3 supports and transitioning criteria for students in reading and math so that all of our students have the support they need to improve academically. We are setting reasonable growth targets for our school based on our previous goals and the growth needed to attain level 1 status on the SQRP.	66.00	36.00	40.00	50.00
National School Growth Percentile - Math				
Over the next two years we will prioritize developing our Tier 2 and 3 supports and transitioning criteria for students in reading and math so that all of our students have the support they need to improve academically. We are setting reasonable growth targets for our school based on our previous goals and the growth needed to attain level 1 status on the SQRP.	47.00	26.00	40.00	50.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Through the use of a robust, CCSS aligned curriculum and targeted small group interventions to meet students' various learning needs. Teachers have developed progress monitoring systems to track the growth of their students with ongoing frequency to make adjustments with adaptive instructional strategies. Students are becoming partners in their learning as each student has been given their growth target as part of data conversations.	58.50	(Blank)	55.00	60.00
African-American Growth Percentile - Reading				
Over the next two years, we will continuously develop our ability to identify and support students in need of academic / SEL interventions through RIT specific small group instruction. Culturally relevant instructional strategies and building teacher efficacy towards having high expectations for all students will build skills and confidence as readers. We will implement and monitor those interventions effectively and with fidelity.	52.00	18.00	40.00	45.00
Hispanic Growth Percentile - Reading				
Over the next two years, we will continuously develop our ability to identify and support students in need of academic / SEL interventions through RIT specific small group instruction. Culturally relevant instructional strategies and building teacher efficacy towards having high expectations for all students will build students' skills and confidence as readers. We will implement and monitor those interventions effectively and with fidelity.	80.00	52.00	55.00	65.00
English Learner Growth Percentile - Reading				
Over the next two years, we will continuously develop our ability to identify and support students in need of academic / SEL interventions through RIT specific small group instruction. Culturally relevant instructional strategies enriched with ESL best practices and building teacher efficacy towards having high expectations for all students will build students' skills and confidence as readers. We will implement and monitor those interventions effectively and with fidelity.	(Blank)	38.00	40.00	65.00
Diverse Learner Growth Percentile - Reading				

Currently we are implementing LLI as a literacy intervention for our diverse learning. In previous years we also implemented the Wilson reading inventory. Moving forward we will bring back the Wilson reading inventory as well as utilize the reading skills curriculum from our K-2 core curriculum. We will continuously develop our ability to identify and support students through RIT specific small group instruction. Culturally relevant instructional strategies and building teacher efficacy towards having high expectations for all students will build students' skills and confidence as readers. We will implement and monitor those interventions effectively and with fidelity.

1.00

11.00

15.00

30.00

African-American Growth Percentile - Math

In the next two years, we will continuously develop our ability to identify and support students in need of academic / SEL interventions through RIT specific small group instruction. Culturally relevant instructional strategies and building teacher efficacy towards having high expectations for all students will build students' skills, confidence and fluency with deep conceptual understanding of mathematics. We will implement and monitor those interventions effectively and with fidelity.

44.00

7.00

20.00

25.00

Hispanic Growth Percentile - Math

In the next two years, we will continuously develop our ability to identify and support students in need of academic / SEL interventions through RIT specific small group instruction. Culturally relevant instructional strategies and building teacher efficacy towards having high expectations for all students will build students' skills, confidence and fluency with deep conceptual understanding of mathematics. We will implement and monitor those interventions effectively and with fidelity.

50.00

53.00

60.00

65.00

English Learner Growth Percentile - Math

The EL Program curriculum is aligned to all applicable Illinois Standards, including WIDA English Language Development (ELD) and Common Core. In the next two years, we will continuously develop our ability to identify and support students in need of academic / SEL interventions through RIT specific small group instruction. Culturally relevant instructional strategies enriched with ESL best practices and building teacher efficacy towards having high expectations for all students will build students' skills, confidence and fluency with deep conceptual understanding of mathematics. We will implement and monitor those interventions effectively and with fidelity.

(Blank)

37.00

55.00

60.00

Diverse Learner Growth Percentile - Math

We will continue to develop our Tier 1, core instructional program for students in math so that all students, including our diverse learners, have access to CCSS-aligned, on-grade level academic content. In order to support the growth of our diverse learners, we will continue to plan for individualized IEP goals based on each student's RIT score and the corresponding learning statements identified within the NWEA learning continuum. Teachers use these resources to develop individualized learning plans to support diverse learners' growth towards grade level standards.

3.00

6.00

20.00

30.00

National School Attainment Percentile - Reading (Grades 3-8)

Over the next two years we will continue to prioritize the development of our Tier 1, core instructional program for students in reading and math so that all of our students have access to CCSS-aligned, on-grade level academic content. Through our instructional priorities, we will use complex texts across subject areas to build knowledge and understanding while also evaluating the curriculum for standards-aligned, scaffolded text-dependent questions (and responses) that translate into text based-discussions and writing.

23.00

23.00

30.00

35.00

National School Attainment Percentile - Math (Grades 3-8)

Over the next two years we will continue to prioritize the development of our Tier 1, core instructional program for students in math so that all of our students have access to CCSS-aligned, on-grade level academic content. Our math instructional priorities include attending to coherence within the grade level and high quality tasks. Teachers will engage in task and student work analysis to plan and monitor our progress toward goals. Teachers have researched and chosen online programming to target math fluency gaps across all grade levels.

19.00

23.00

35.00

40.00

National School Attainment Percentile - Reading (Grade 2)

Over the next two years we will continue to prioritize the development of our Tier 1, core instructional program for students in reading and math so that all of our students have access to CCSS-aligned, on-grade level academic content. Through our instructional priorities, our primary students will be exposed to text complexity above the expected grade level. Additionally, foundational skills are aligned to the standards and will ensure that students develop the necessary academic vocabulary and background knowledge to achieve grade level attainment.

9.00 11.00 20.00 25.00

National School Attainment Percentile - Math (Grade 2)

Over the next two years we will continue to prioritize the development of our Tier 1, core instructional program for students in math so that all of our students have access to CCSS-aligned, on-grade level academic content. Our math instructional priorities include attending to coherence within the grade level and high quality tasks. Teachers will engage in task and student work analysis to plan and monitor our progress toward goals. Teachers have researched and chosen online programming to target math fluency gaps across all grade levels.

42.00 38.00 45.00 50.00

% of Students Making Sufficient Annual Progress on ACCESS

English language development is being monitored and supported in EL/Gen Ed classrooms with the support of an ESL interventionist. Teachers incorporate WIDA standards in their lesson plans and provide differentiated strategies to support student access to grade level content.

48.40 47.70 52.00 55.00

Average Daily Attendance Rate

Our goals are set based on current attendance initiatives and progress towards our 2016 YTD goal. Our attendance team will continue to meet weekly to target our 'At Risk' and 'Chronic' students and families via conferences with administration, home visits, phone calls homes, and incentive plans rooted in attendance growth/improvement. Marquette staff members will continue to sponsor grade levels to provide grade level and teacher level support with interventions and incentives.

94.70 95.00 95.80 96.00

My Voice, My School 5 Essentials Survey

MRQ is already earning the ranking of "Well Organized." We intend to continue to develop our organizational capacity and maintain our "Well Organized" ranking.

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

Custom metrics

3 of 3 complete

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

% of Students Accepted to a SE High School

As we develop our HS counseling process and continue to grow more students to meeting on-grade level standards, we anticipate steady growth.

8.00 (Blank) 12.00 15.00

% of 3rd-8th Grade Students On-Track (All Marking Periods)

We will focus on developing our balanced grading and assessment practices in alignment with developing core instruction. We anticipate steady growth and have set a 5 point growth target for our school.

43.00 (Blank) 55.00 60.00

Look and Feel Average Score

We continue to prioritize the further development of our school's look and feel. We anticipate continued growth with the on-going monitoring of Look and Feel criteria.

94.00 (Blank) 97.00 98.00

Strategies

Strategy 1

If we do...

develop a robust transition protocol that includes frequent communication to stakeholders and opportunities for students to engage in integration strategies at various stages of their matriculation at Marquette,

...then we see...

well-adjusted students who feel supported and demonstrate an understanding of their H.S. choices by applying to 3 - 5 schools; maintain on-track status in their content classes and attend a minimum 2 school/fair visits

...which leads to...

100% of 8th grade students being projected to schools of their choice, newly enrolled/transitioned students making above average progress in their classes as of the closest 5 week progress report.

Tags:

College Access and Persistence

Area(s) of focus:

1, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Hire a guidance counselor who will be the point of contact and person responsible for monitoring the transition protocol by leading a team charged with completing tasks associated with transitioning.

Admin/Hiring Committee

May 1, 2016 to May 31, 2016

Position staffed

On-Track

Convene a team comprised of 3 - 5 staff members with experience in enrollment, language development and academic progress monitoring. Team will develop a vision for grade, program, enrollment and language transitions.

Counselor/Admin

Jun 1, 2016 to Jun 30, 2016

(Blank)

Not started

Strategy 2

If we do...

Standardize Tier 2 and 3 ELA and math interventions across grade level clusters, implement them effectively and with fidelity, and monitor students' progress in 5-week cycles

...then we see...

students' actual progress in tiers 2 and 3 on a frequent and consistent basis so that instructional next steps can be determined from data and continually monitored to effectively meet the learning needs of all students

...which leads to...

all students meeting their growth targets on NWEA and students receiving the instructional supports that increase each student's achievement.

Tags:

MTSS, Interventions, Academic, Rigorous tasks, Rigorous instruction

Area(s) of focus:

1, 2, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Convene a team of admin, RSPs, Interventionists, and the Counselor to form a preliminary MTSS team

Admin / Counselor

Jun 1, 2016 to Jun 30, 2016

Team formed

Not started

Have MTSS preliminary team develop a "roadmap" for our MTSS process. This "roadmap" will include entry and exit criteria for each tier, standard points within the process for parent communication, clear teacher responsibilities...

MTSS Preliminary Team

Jul 1, 2016 to Aug 1, 2016

Roadmap created

Not started

Develop schedule for MTSS team meetings and teacher-driven MTSS meetings. Create protocols, systems for tracking students progress...

MTSS Preliminary Team / Admin

Aug 1, 2016 to Sep 1, 2016

Schedules and protocols complete

Not started

Strategy 3

If we do...

establish a literacy, numeracy, science committee whose sole purpose is to develop a shared understanding of what high-quality tier 1 instruction looks, sounds, and feels like

...then we see...

teachers who are able to calibrate and self-evaluate their understanding and use of high quality tasks, ability to improve student vocabulary and reading stamina, and align and integrate science concepts to support and enrich student learning

...which leads to...

(25% or higher in reading; 30% or higher in math; 30% or higher in science) students demonstrating grade-level attainment on post-unit assessments and on quarterly ANet interim assessments.

Tags:

Literacy/Reading, Science, Behavior supports, Mathematics, Tier 1, Multi-tiered support systems

Area(s) of focus:

1, 2, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Establish literacy, numeracy, science committee

Admin / ILT

select

(Blank)

Behind

Strategy 4

If we do...

continuously monitor students' behavioral data (i.e. discipline referrals, attendance, behavioral plans) and develop and provide targeted, consistent tiered interventions based on that data

...then we see...

less frequent dean referrals, absences and tardies

...which leads to...

consistent access to instruction and increases in student achievement data (i.e. NWEA, ANet, classroom assessment).

Tags:

MTSS, Attendance, Restorative approaches, Interventions, Discipline

Area(s) of focus:

1, 3, 4

Action step

Responsible

Timeframe

Evidence for status

Status

Establish an MTSS team that develops and oversees behavioral supports. Maintain attendance team to monitor school-wide and student-level attendance data and implement daily interventions.

Admin

Jun 5, 2016 to Aug 31, 2016

Team formed

On-Track

(Blank)

(Blank)

select

(Blank)

Behind

Action Plan

District priority and action step

Responsible

Start

End

Status

<p>+ Hire a guidance counselor who will be the point of contact and person responsible for monitoring the transition protocol by leading a team charged with completing tasks associated with transitioning. Tags: College Access and Persistence</p>	Admin/Hiring Committee	May 1, 2016	May 31, 2016	On-Track
<p>+ Convene a team comprised of 3 - 5 staff members with experience in enrollment, language development and academic progress monitoring. Team will develop a vision for grade, program, enrollment and language transitions. Tags: College Access and Persistence</p>	Counselor/Admin	Jun 1, 2016	Jun 30, 2016	Not started
<p>+ Convene a team of admin, RSPs, Interventionists, and the Counselor to form a preliminary MTSS team Tags: MTSS, Interventions, Academic, Rigorous tasks, Rigorous instruction</p>	Admin / Counselor	Jun 1, 2016	Jun 30, 2016	Not started
<p>+ Have MTSS preliminary team develop a "roadmap" for our MTSS process. This "roadmap" will include entry and exit criteria for each tier, standard points within the process for parent communication, clear teacher responsibilities... Tags: MTSS, Interventions, Academic, Rigorous tasks, Rigorous instruction</p>	MTSS Preliminary Team	Jul 1, 2016	Aug 1, 2016	Not started
<p>+ Develop schedule for MTSS team meetings and teacher-driven MTSS meetings. Create protocols, systems for tracking students progress... Tags: MTSS, Interventions, Academic, Rigorous tasks, Rigorous instruction</p>	MTSS Preliminary Team / Admin	Aug 1, 2016	Sep 1, 2016	Not started
<p>+ Establish literacy, numeracy, science committee Tags: Literacy/Reading, Science, Behavior supports, Mathematics, Tier 1, Multi-tiered support systems</p>	Admin / ILT			Behind
<p>+ Establish an MTSS team that develops and oversees behavioral supports. Maintain attendance team to monitor school-wide and student-level attendance data and implement daily interventions. Tags: MTSS, Attendance, Restorative approaches, Interventions, Discipline</p>	Admin	Jun 5, 2016	Aug 31, 2016	On-Track
<p>+ Tags: MTSS, Attendance, Restorative approaches, Interventions, Discipline</p>				Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of 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.

Parents/Guardians have the opportunity to jointly develop, review and revise our NCLB, Title I school parental involvement plan and policy. These stakeholders are also encouraged to play an active role in our school review and improvement process, through our Parent Advisory Council (PAC), which meets each month.

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

This will be accomplished through our annual open house meeting that is held at the beginning of the school year. In addition, each grade level also hosts a special parent meeting designed to introduce parents to the curriculum, instruction, and expectations for classroom participation and engagement quarterly. Parents are also engaged through monthly LSC/PAC meetings that include workshops geared towards parents' interests and needs. Parents/Guardians are informed of our monthly PAC meetings in several ways: monthly flyers sent home with students, phone calls made each month, and half-sheet reminders sent home with students and mailed in some cases. We will have this meeting on September 21, 2016. The start time for the Annual Principal's Title 1 meeting will be at 8:30 am and the PAC organizational meeting will be at 9:15 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.

This will be accomplished through our annual organizational meeting that is held at the beginning of the school year. A English/Spanish presentation is shared and parents are given sample items of student curriculum and assessment tools. Parents are provided with a school handbook that describes grade/assignment weightings, assessment calendars and district promotion policies. Quarterly parent education meetings also provide ongoing information for parents about what students are learning in their child's classroom.

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

This will be provided through our monthly LSC/PAC/BAC meetings that will also provide a variety of workshops for parents as well. Parents/Guardians are informed of our monthly LSC/PAC/BAC meetings in several ways: monthly newsletter sent home with students, phone calls made each month, and half sheet reminders sent home with students and, in some cases, mailed home.

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

This will be accomplished by mailing the information to parents/guardians, as well as sharing a copy with them at the Report Card Pick-up Day that is nearest when assessment results were received.

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.

This will be accomplished by mailing a letter of notification home to parents/guardians.

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.

This will be accomplished through our annual open house meeting that is held at the beginning of the school year. In addition, each grade level also hosts a special parent meeting designed to introduce parents to the curriculum, instruction, and expectations for classroom participation and engagement quarterly. Parents are also engaged through monthly LSC/PAC meetings that include workshops geared towards parents' interests and needs. Parents/Guardians are informed of our monthly PAC meetings in several ways: monthly flyers sent home with students, phone calls made each month, and half-sheet reminders sent home with students and mailed in some cases.

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.

This will be accomplished through our annual open house meeting that is held at the beginning of the school year. In addition three content nights (Science, Literacy and Math) will be conducted to provide families with hands-on experiences to support learning at home. Quarterly parent education meetings are held to provide experiential learning opportunities for parents to increase parental involvement and engagement in their child's education. PAC funded workshops also facilitate parent learning for topics of interest to parents.

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.

Faculty/staff will receive training in how to work with parents/guardians during the summer professional development sessions and at least once each quarter during the school year. Additionally, faculty/staff who need individual coaching in conferencing and partnering with parents/guardians will be provided this coaching/training by the administrator who is directly responsible for them.

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.

PreK parent meetings will be held monthly to engage am/pm parents in learning opportunities specifically geared to early childhood education. Parents are provided with a weekly newsletter and are given interactive homework to be completed along with their child.

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

All communications, oral and written is provided in both English and Spanish. Over 15 staff members are available for providing translating support for in-person meetings.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

All classrooms in Grades 3 - 8 will be departmentalized so that teachers can lead instruction in their strength content areas. All teachers have received over 60 hours of professional development in their content area as well as in leading instruction for special populations (bilingual, special education, middle school, and primary) and will participate in PLCs with content area peers to extend their learning and to examine their practice. Classroom enrichment will include the incorporation of Pearson, Everyday Mathematics, Facing History, and Writing to Learn strategies in instruction daily. Enrichment during the school day will include Spanish language instruction for all students in grades K-5, RAZ kids, Compass Learning and Study Island to increase opportunities for targeted teaching.

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.

We are scheduled to have our annual PAC/Title I meeting on September 21, 2016 at 8:30 am and 9:15 am. Parent-teacher conferences will be held two times a year on the dates determined by the school district. Additionally, parents will be invited to attend conferences for students in benchmark grades where proficiency is not being achieved and retention is imminent.

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

Parents/Guardians will receive formal progress reports every five weeks from the school. Parents also have daily access to Gradebook using their district-issued login. Teachers will be required to plan weekly assessments as part of their instructional cycle and record the results of those assessments each week.

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

Parents can contact staff to request appointments to meet during teachers' preparation periods, before school and after-school. If parents are unavailable during these times, the school will provide classroom coverage to enable the parent and teacher to meet briefly.

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 are encouraged to volunteer and to participate, and even to observe in classroom activities. We ask that parents notify the school of their intentions to do any of the above activities so we may best accommodate them.

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

Parents are encouraged to assist in their child's learning by monitoring attendance, attending special events at school, attending Parent Teacher Conferences, ensuring homework completion, and checking online Gradebook. We also encourage teachers to create interactive homework assignments twice a year to show, in real time, the connection between learning and life.

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 participate in decisions affecting the education of their children through our parent advisory council (PAC). The PAC meets on the same day of each month (to be determined by participants) and works on various activities to support the school's mission.

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 are expected to share responsibility for their academic achievement through exemplifying the characteristics of the Learner's Life: Commitment, Compassion, Integrity, Reflection. Additionally, students will routinely engage in metacognitive analysis of their learning, thinking about their mistakes and what they can learn from them, setting personal learning targets and monitoring those targets.

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.

September - Organizational meetings and election of officers. October - Parent

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 2029 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 150 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1000 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order	\$ 3000 .00

after service is rendered (NO CHECKS ARE ALLOWED)

54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	1800	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	1000	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	116	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00
