John J Pershing Elementary Humanities Magnet (/school-plans/348) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/03/2016	LSC and Community member	The New CIWP format
03/09/2016	ILT Meeting	The Work load distribution of CIWP
03/17/2016	School Instructional Staff (SECA, Security, Lunchroom Staff, all Teachers)	The New CIWP and the School Excellence Framework
03/18/2016	ILT meeting	Complete the SEF
04/08/2016	School Instructional Staff	Brainstorm on the 3-5 strategies

04/13/2016	CIWP Team	Complete SEF and begin writing strategies
04/06/2016	LSC Meeting	Topics for parent participation
04/27/2016	ILT Meeting	Finish writing the strategies
05/04/2016	LSC Meeting and Discussed Strategies and Parent involvement,	Write action items
05/05/2016	ILT Meeting	Write action items
05/18/2016	LSC Meeting	Review Parent Plan and Compact
07/16/2016	School Team	Review and revise SEF and Fund compliance
07/19/2016	LSC Budget Meeting	Review and approval CIWP and Budget

School Excellence Framework

Culture of & Structure for Continuous Improvement — 4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

> The Vision of John J. Pershing Magnet School is to inspire and challenge all students to become leaders who strive for excellence and take active and responsible roles in their learning. Pershing Magnet developed the vision and the mission of the school through active collaboration using data, survey and a needs assessment from the school community. The vision and the mission of the school set goals and priorities on how to the school operated to increase student outcomes, all initiatives, and school related decisions. Through collective responsibility, the Pershing administration helps stakeholders understand and support the implementation of high leverage activities, polices, and experiences aligned with our core value and our belief system. Students outcomes are improved through collaborative and outreach efforts such as the following:
> • Pershing communicate information to the community by holding monthly events, open houses, family nights, and other school-wide events. The school's website is maintained and update monthly.
> • The principal promotes and builds on shared leadership an environment that provides opportunities for professional, academic, social, and personal growth for students, teachers, and parents.
> • Principal establishes an open line of communication with all key stakeholders and facilitates active involvement in the school to create a culture and climate that provides for the greatest learning opportunities for all students.
> • Principal works collaboratively with all stakeholders to clearly define the vision and mission of the school and sets high expectations of how to implement best practices in teaching to meet goals for continuous improvement.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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 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

Pershing 's ILT team consist of representations from each grade band (k-2, 3-5, 6-8), a diverse learner teacher, counselor, magnet coordinator, assistant principal, and principal. The ILT leads the work of improving the teaching and learning by engaging in continuous cycle of improvement and the problem solving process. Pershing's ILT use protocol to analyze school-wide data and disseminating instructional feedback and coaching. The ILT also conducts classroom walk-troughs to gather data, and surveys the staff to gather input for professional development considerations.he ILT meets bi-weekly to analyze data to work and conduct a root cause analysis on the targeted area of instruction (TIA) for the school. The TIA leads teachers to better understand what specific areas of focus including how to provide additional support for struggling students in the identified.
Data driven meetings take place during grade level and grade band meetings. Teachers share ideas for differentiated instruction on a school wide level and analyzing NWEA results using DesCartes. In addition, teachers of diverse learner hold monthly meetings with the case manager and the Related Service Provider to discuss new referral for students who are changing MTSS tier. .

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

Suggested Evidence	✓ 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

Teachers collaborate in multiple ways to achieve the goals of Pershing Magnet. Each teacher serves on a committee and are a part of the grade level team. Selected teachers also serve on the ILT team. Strong teacher voice is welcomed on all shared areas of decision making. Teacher leaders conducted teach backs with the staff in ELA math, science. Several teachers willing to share their knowledge of best practices or information that has been learned through outside professional development and experience during professional Development and regular team meetings, content area discussion.
Most teachers feel comfortable with the level of equity of voice during grade level meetings and common planning times. All teachers are encouraged to adhere to norms and make their voices heard.
Teachers adhere to shared responsibility by regularly and productively collaborating with each other to improve their practice. There action plans detailed activities include evaluating and assessing work that has been done in team and small group meetings, analyzing test results, student improvement/progress.

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

Suggested Evidence	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
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	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

Hiring is conducted through a team effort with teachers, administrative and other school staff members. Teachers teams who will work closely with the potential candidates sit in on the hiring committee and help with the initial screening process and classroom observations. Teacher teams may also conduct secondary interviews with objective questions and ask candidate to respond to case studies that they create. The initial interview team consist at minimum, the counselor, specialists, and other course area teachers.
Pershing creates and develops school-wide schedules based on the needs of the students. Teacher teams and the PPC collectively use their expertise and time requirement knowledge to schedule. Each teacher team is scheduled for weekly grade level meetings, bi-weekly grade band meetings and bi-weekly ILT meetings. MTSS period is embedded into the schedule daily or weekly.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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

Curriculum:

Score

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

1 2 **3** 4

> Grade teams plan scope and squences, unit plans, lesson plans and assessments together. Plans in pre-school to second grade embed social science and science into non-ficiton reading units. Teachers use various texts to align instruction to CCSS. All texts are appropriate in complexity and meet the CCSS balance of fiction and non-ficiton requirement. The reading series was chosen to connect the primary, intermediate & upper grades
> • Inclusion & Pull-Out Programs MTSS intervention
> • Curriculum supported through hands-on activities
> • Accelerated program aligns curriculum with high school standards
> Curriculum maps/scope and sequences
> Cross-curricular units - balanced literacy
> Leader in Me implemented by teachers (applying for grant)
> Responsive classroom techniques used throughout building
> curriculum aligned to grade-level standards
> students assigned to classrooms based upon achievement in order to challenge high-achievers and give individualized instruction to struggling learners

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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTIxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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	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**

> Core instruction materials are aligned to the Common Core State and social emotional learning standards throughout the building. In ELA, preschool through second grade use balance literacy strategies. Balance literacy includes guided reading, vocabulary, independent reading and writing. All kindergarten through second grade classrooms use the Fountas and Parnell Guided Reading Leveled Text, Heggerty Phonetics through a balanced literacy instruction. Third through eighth grade classrooms use novel based reading programs and Word Wisdom to develop vocabulary and word analysis skills. Sixth through eighth grade classrooms reading program. Kindergarten through fifith grade use the EnVision math program. All student population including diverse learners and English Learners are able to engage with the instructional material. teachers have created UbD units. Supplemental instructional material are use for intervention and enrichment. Thses self guided digital platforms includeThinkCERCA, Think Through Math, Springboard, MyOn. Learning A to Z.
> novel-based learning
> interactive boards used to deliver videos and other interactive demonstrations

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	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	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

1 2 **3** 4

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)

Data driven instruction model is followed to ensure students are engaging in ambitious instruction with rigorous tasks. Teachers participate in ongoing professional development meetings to analyze, access student work to create action and unit plans. The Understanding by Design units and activities to expose students to standard based rigorous task Lessons are focused on the CCSS and students are able to make the instructional shifts in ELA and math. Students learn with high quality multiple complex text. Teachers expertly and systemically provide students with ample opportunities to master foundational skills .

Pershing created quarterly school-wide on demand writing based on the Lucy Calkins workshop model. The main goal of the on-demand writing activities is to increase student's writing stamina. Each quarters students participate in a writing exercise on the same topic across the grade level with the appropriate instructional task. The writings produce samples for school wide analysis leading to the learning cycle process and adjustment to instruction.

Based on ILT walkthroughs there was limited evidence of peer-to-peer interactions and rigorous tasks for most classrooms. This lead a common research based classroom expectations, for example, objectives and success criteria posted in every classroom. All classrooms follow scope and sequence and post essential questions and enduring understanding for each lesson. Students use inquiry during science and math lessons.

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)). 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	✓ 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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)

Score

1   2   **3**   4

High school visit for eighth graders
College posters and talk of college with students on a daily basis
Our American Voices
Gender specific mentoring
Career Day

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.

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

Pershing in the intial stages of ideveloping data analysis cycles based on 4-5 weeks progress monitoring and quarterly benchmarks. All assessments are aligned Common Core State Standards aand match to the curriculum maps and instructional units created by teachers. Teachers actively participate in the data cycles analysis and use findings to modify and adjust instructional to provide intervention or enrichment as needed.
• Grade level meetings
• Sharing ideas for differentiated instruction on a school wide level
• Analyzing NWEA results using des cartes
• Ongoing data analysis meetings with feedback
• SPED monthly meetings w/the case manager to discuss new laws
• Mentoring (unofficially)
Teachers use a wide variety of questions
Teachers use data for flexible grouping
Provide small group guided instruction based on weekly student assessments
Scaffolds instruction through the gradual release model
Grade level team planning
Weekly common assessments
Progress monitoring of students in intensive group based on M class
Students are able to articulate the relevance of objectives

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

Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ 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**

School wide implementation of multi-system of support to address student academic and social needs. Teacher use targeted grouping , learning centers, and behavioral procedures and protocols which include aspects of Responsive and Restorative Classroom to aide in the instruction of social emotional and academic development of each student. Academic MTSS team meet consistently with classroom teachers to discuss progress and plan for instruction.
• Multi-tiered interventions are in place to ensure students
receive personalized, data driven supports, including students with disabilities.
• Diagnostic assessments are administered and reviewed for teaching and learning adjustments
•Interventions include in-class, small group, one-to-one, and external academic supports, which are monitored by administration and at grade level meetings.
• The need exists to establish a common language and understanding for giftedness, acceleration, and intervention in an effort to dive deeper to differentiate instruction to target interventions according to individual student mastery levels in fundamental subskill learning
areas, as defined by Common Core State Standards

Use progress monitoring data to measure effectiveness of intervention and student growth
Customize learning for individual students through personalized learning platforms
Provide after school tutoring and enrichment as a tier 3 intervention
Provide additional tutoring through the experience core tutoring program
Social worker and counselor meet weekly with Tier 3 groups
Leader in Me Curriculum
Mentorship Friday
Leadership Friday

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
    - Empower student to advance their learning.
    - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
    - Classrooms are student-centered with student agency.
    - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
    - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.

- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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

> School wide assessments data are available to the ILT, teachers, and teacher teams. Grade level and classroom data is organized and available to teachers immediately after assessments.Teachers also utilize unit and performance assessments. Teachers meet to analyze and create lesson plans. Each grade level and course teams use assessments sets - screening, diagnostic, benchmark, formative, and summative to gauge student progress and outcome. Teachers use various assessments and assessment strategies that are differentiated in processed, contents, and products. Some student artifact include performance tasks, projects.... . All assessments are modified and re-structured to accommodate the needs of Diverse and English Learners.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**

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

Evidence, Measures, and Standards

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

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**

Pershing Magnet provides opportunities for students to engage college and career readiness skills. We ensure that the students develop rigorous academic, social, and interpersonal skills through a wide variety of experiences. Students engage in the planning of activities which helps them to communicate their needs. School provides support for student planning, preparation, and participation in their college
and career aspirations and goals through:
• Rigorous common core state standard academic program
• 8th grade transition plans
• NEIU outreach participation
• Open-ended questioning opportunities
• Implementation of Hess Matrix (Bloom's taxonomy)
• Differentiation in instruction, student products and assessments
• Units of study
• Field trips
• Investigative problem based learning opportunities
• Environmental awareness activities (learning garden)

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1   2   **3**   4

Pershing school consistently reinforce high expectations from students by engaging them in activities and experiences aligned to college and career readiness standards. Pershing strives build the leadership capacity in every student. Parents are constantly made aware of the school's expectations through parent meetings, conferences, and home-school correspondence.
Students are encouraged to work together to build community throughout the school. They feel connected with adults and especially their peers through the use of morning meeting
strategies and many other team building opportunities through the school year.
• Students are encouraged to develop relationships beyond their classroom through the
use of mixed recess time.
• Classrooms celebrate the diverse culture that is represented in our school through
educational activities surrounding holidays, customs, and traditions.
• Teacher and staff members communicate and form bonds with all families
regularly. Parents feel comfortable approaching teachers and staff on a variety of
topics and many are willing to assist teachers with classroom duties.
• Most staff members feel connected with other individuals in the school. They have
been able to form bonds with grade level partners and other individuals.
• Several connections have been made with local businesses that are willing to help the
school. Many have donated to fundraisers, the school wellness fair, and have come in to
speak with students and share talents and ideas.
• School needs to promote more academic relationships across different grade levels to

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

Pershing provides a wide variety of opportunities for students to engage in extra-curricular activities and experiences. These opportunities increase students connection to school and develop innate talents and leadership skills.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1　2　**3**　4

- The majority of discipline issues are taken care of in the classroom, by the teacher, mostly with Responsive Classroom strategies.
- School has recently implemented and will continue to monitor a behavior protocol that consists of a teacher checklist of actions taken and what constitutes a pattern of behavior that would require administrative discipline.
- An office referral document has been created so that teachers are able to communicate the need for administrative intervention. This documentation is also used to keep student record of office-managed behaviors.
- MTSS team has begun using SEL behavior intervention plans with a select few students.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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.

Score

1 2 **3** 4

> • The majority of discipline issues are taken care of in the classroom, by the teacher, mostly with Responsive Classroom strategies.
> • School has recently implemented and will continue to monitor a behavior protocol that consists of a teacher checklist of actions taken and what constitutes a pattern of behavior that would require administrative discipline.
> • An office referral document has been created so that teachers are able to communicate the need for administrative intervention. This documentation is also used to keep student record of office-managed behaviors.
> • MTSS team has begun using SEL behavior intervention plans with a select few students.

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:

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

Score

1　2　**3**　4

Pershing strives to provide programs that engage families and community members. Each month, Pershing celebrated academic or cultural events such as Literacy Night, Muffins with Moms, Donuts with Dads, Young Author, Heritage Assemblies, Real Men Read, Open House, Dances, Science Fair, Chorus/Band, Field Day, Basketball, Volleyball, Math Club, Cultural Arts Fair, PTA Sponsored Events, Reality Fair, Extended School Day, Advisory Committee, Grade Level Performances.
Principal provides clear information for families and school communities on the school's vision, mission, and performance . The principal is accurately able to explain the school current attainment so that families are able to understand the relevance of the data as it relates to their children.
Pershing works with students and families to develops activities align with effective ways to help student to to transition effectively into kindergarten, first grade, and 8th to 9th. Parents are provided with resources to help to ease barriers and help students to adopt positive attitude towards the transitions.
Parents are involved in school sponsor committees and organizations such as LSC, PAC, PTA. Parents

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 ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

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 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 **3** 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**

3	Expectations for Quality & Character of School Life: 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: Restorative Approaches to Discipline	1 2 3 **4** 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	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				
The progressive increase in our growth on the MAP NWEA assessments indicate our ELA core curriculum focus the balanced approach to literacy instruction which includes vocabulary development, reading, and writing for all grades is effective. The foundational stages (K-2) of instruction use Scholastic Guided Reading materials (including leveled texts), Lucy Calkins' Units of Study for writing instruction, Fountas and Pinnel and Heggerty for phonics instruction. Third through fifth grades use the CPS Content Framework to design novel based lessons. Sixth through eighth grade teachers use College SpringBoard for ELA, NEWSELA, Scope Magazine, and ThinkCERCA for writing. These curriculum resources call for the high levels of text complexities demanded by CCSS, and Social and Emotional Standards.	38.00	62.00	68.00	80.00
National School Growth Percentile - Math				
Historically, mathematics instructions have been areas of struggle for the school. There is evidence that math instruction needs to be more accessible to all students.The progressive increase in our growth on the MAP NWEA assessments indicate that we are making continual progress towards higher attainments and growths, albeit, the growths are happening at a slower pace than expected. To accelerate these trends some decisive actions were taken. Pershing purchased an updated EnVision program for kindergarten through fifth grade. Teachers were trained and provided with full resource kits. In addition to providing strategies and tools, students also have access to supplemental digital programs for intervention and enrichment. New structures were created to provides students with more active learning in math which includes problem solving and inquiry base instruction.	28.00	48.00	55.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Through the data driven progress, Pershing Magnet is using the MTSS and the problem solving process to ensure that all students receive a high quality rigorous instruction. We are also creating systems for students who are not mastering Tier 1 instructional goals. These students will receive Tier 2 and/or Tier 3 instruction as needed. Teachers will received more focused and intentional PD on how to progress monitor students and what strategies they should use when students are not mastering the lessons.	48.70	*(Blank)*	56.20	75.00
African-American Growth Percentile - Reading				

African American comprise of 95% of our student population. All intervention and enrichment strategies directly impact their attainment and growth outcomes. As stated before, Pershing is fully invested and committed to implementing the MTSS process fully and and ensuring teachers progress monitor their instruction with fidelity. To do this, teachers will be provided with professional development on the District;s MTSS and problem solving process along with effective teaching practices that focus on student learning to create pathways to make learning more effective for all students.	38.00	64.00	68.00	80.00

Hispanic Growth Percentile - Reading

Due to the low percentage of students, this metric will not be scored.	(Blank)	(Blank)	0.00	0.00

English Learner Growth Percentile - Reading

Due to the low percentage of students, this metric will not be scored.	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Reading

Over the last few years, we worked to foster an atmosphere of collaboration which allows the Diverse Learner to fully integrate the standard based learning into the IEPs. Diverse Learning Teachers are working more closely general education teachers for students to receive more grade specific instruction content and use the same instructional materials as their peers.	1.00	99.00	36.00	99.00

African-American Growth Percentile - Math

In order to make math accessible to all students, math needs to be differentiated for all students with all ability level. We are using current resources mentioned above and ensuring that we are creating structures for teachers to develop a deeper understanding of the content and the practices of CCSS. Teacher will engage in professional development to support skills in applying math knowledge using flexible instruction.	27.00	48.00	55.00	70.00

Hispanic Growth Percentile - Math

Due to the low percentage of students, this metric will not be scored.	(Blank)	(Blank)	0.00	0.00

English Learner Growth Percentile - Math

Due to the low percentage of students, this metric will not be scored.	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

Use of new curriculum for pacing and guidance along with teacher vertical planning this year should increase these scores.Incorporation all necessary accommodations and modifications as per IEP to enhance DL instruction.	15.00	61.00	30.00	75.00

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

Use of College Board Springboard curriculum which focuses on multiple genres and responding to text with continued focus on close reads, vocabulary, and informational text will improve student likelihood of meeting or exceeding the attainment percentile.	46.00	52.00	56.20	70.00

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

Use of new curriculum for pacing and guidance along with teacher vertical planning this year will improve student likelihood of meeting or exceeding the attainment percentile.	27.00	38.00	39.00	70.00

National School Attainment Percentile - Reading (Grade 2)

Primary reading instruction is based on the Balance Literacy foundational beliefs that all students will develop fluency and beginnings of core comprehension strategies by the end of second grade. In the past two years, Pershing Magnet has created a systemic instructional protocol through Balance Literacy. All students in kindergarten through second grade engage ini five specific areas of literacy practices: word recognition, fluency, comprehension, listening, and speaking. Teachers will continue to grow students' reading ability through professional development and supplemental support from the Network and other organizations.	30.00	87.00	56.20	95.00

National School Attainment Percentile - Math (Grade 2)

As we continue our growth in math, we will focus on multiple means of providing opportunities for teachers to engage in high quality professional activities in math. These PD activities will support teachers to use data to diagnose individual student's strengths and needs to inform on-going instructional practices. Teachers will work in collaboratives teams to develop lesson plans and strategies that will focus on addressing the needs of all students.	20.00	62.00	20.00	75.00

% of Students Making Sufficient Annual Progress on ACCESS

Due to the low percentage of students, this metric will not be scored.	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

The attendance rate at Pershing Magnet continues to grow because of intentional practices happening at the school. We use the Dashboard to target student who are off track for attendance, phone calls, home visits, and monthly incentives to maintain 96% attendance. This coming year we are working with the PAC and PTA to increase our attendance to 97%. We hold classroom competitions and celebrate students with high attendance in various ways including special arts related field trips.	95.90	96.10	95.80	97.50

My Voice, My School 5 Essentials Survey

Pershing Magnet's 5 Essential Survey data highlights further needs to build capacity in teachers and create structures and systems to support the opportunities for growth. Currently we decreased from moderately organized to partially organized due to the low rating on the Relational Trust metric. Upon deeper dives into the data, we understand our areas of challenges and are committed to building a culture of rigorous and ambitious instructions infused with social emotional learning principals. We will develop structures that aligns our beliefs that all students can achieve at a high level and provide opportunities for teacher teams to collaborative through professional learning communities.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

5 of 5 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
OSS per 100 (all students)				

The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 7% annually.	4.41	3.41	3.17	2.95

OSS per 100 (Diverse Learners only)				

The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.	10.99	8.85	7.61	6.55

Number of Group 4, 5, 6 Infractions				

This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.	20.00	16.00	15.00	14.00

Use of Codes 3-6 and 4-9

This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary an no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is reduce this metric by at least 60% the first year and another 40% the second year.	2.00	2.00	1.00	0.00

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

This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 70% over a 3-year period.	37.00	36.40	50.00	60.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we engage students in rigorous and ambitious instruction focused on the Common Core State and Social and Emotional Learning Standards, provide teachers with quality professional development to differentiate learning styles and ability levels with an emphasis on infusing writing and balanced assessments across all content areas.	Students who are actively engaged in their learning with an increased level of attentiveness to tasks, higher levels of attainment, positive risk taking and improved behavior, attendance, and classroom grades. We also see teachers who are committed to making their classrooms visible through a active learning of all students, being better prepared for classroom instruction through common unit planning, differentiation, and providing timely and concise feedback and grades.	improved better correlation between classroom grades and student outcomes on summative assessments such as NWEA, PARCC, etc..; an increase school-wide reading and math NWEA growth and attainment percentile by 15% scho, increased quarterly on-track data by 20% school-wide. An increase in the 5 Essential survey rating of teacher

Tags:
Differentatied instruction, Lesson planning, Academic expectations, Balanced grading and assessment, Data driven instruction, Approaches to teaching and learning, Achievement, Pd planning

Area(s) of focus:
1, 2, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Create professional development calendar that is aligned with data-driven instructional plans: includes assessment analysis and action planning for intervention and enrichment, and flexibility to adapt to student learning needs.	ILT, Administration, Teachers Team	Aug 30, 2016 to Aug 30, 2016	- Complete PD calendar - Teacher team creating assessments to align to the calendar, - Timeline for plans for small group instruction - Assessment calendar and school-wide grading policy -Schedule for ILT and grade level meetings aligned to the PD calendar -Set expectations for classroom configuration in Grade-book,	Completed

Academics, Academic, Differentiatied instruction, Pd planning, Balanced assessment

Provide on-going professional development to teachers so that they can engage in data driven practices with an integrated curriculum model .	Administration, ILT, Teacher Team	Aug 29, 2016 to Jun 22, 2017	-Teachers planning new lessons collaboratively using UbD Template - Teacher use of academic vocabulary - Differentiated planning using assessment data for intervention and enrichment	On-Track

Teacher Teams/Collaboration, Professional development, Student engagement, Data driven instruction, Balanced assessment

Schedule vertical and horizontal meetings so teacher teams can collaborate on CCSS and SEL implementation and analyze student data to measure successful instructional practices.	ILT, Grade level teams, grade band teams	Aug 29, 2016 to Jun 22, 2017	- PD and Grade level meeting calendar, agenda, and minutes - Lesson plan rubric in active use - Observational feedback from informal lear ning walk	On-Track

Teacher Teams/Collaboration, Professional development, Ccss, Lesson planning

Monitor the implementation of lessons, learning activities, and assessment strategies from professional development sessions and debriefs with master teachers to adjust the needs of PLC accordingly.	ILT, Grade level teams, grade band teams	Aug 29, 2016 to Jun 22, 2017	- Track interventions that you provide for students - Maintain data for every student that they teach - Progress monitor for mastery of the skill taught	On-Track

Differentiatied instruction, Progress monitoring, Lesson planning, Data driven instruction

Use PD days, grade level meetings, and flex days for professional learning centered around literacy and pedagogical strategies.	ILT, administration, Teachers	Aug 29, 2016 to Jun 22, 2017	Agendas from Flex Days, PD Days, and Grade Level Meeting	On-Track

Literacy/Reading, Math, Instructional practices

Purchase/provide professional readings to increase teacher knowledge and understanding of best practices for literacy and math instruction.	IL, Administration, Teacher	Aug 29, 2016 to Jun 22, 2017	Purchased of professional readings with regard to best practices in literacy.	Not started

Literacy/Reading, Math, Differentiatied instruction

Provide opportunities for teachers to attend professional conferences and Network PD by paying for substitute teachers.	*(Blank)*	Aug 29, 2016 to Jun 22, 2017	*(Blank)*	On-Track

Strategy 2

If we do...	...then we see...	...which leads to...
If we develop a higher functioning Instructional Leadership Team who is able to consistently and critically looking more closely at teacher practice and provide feedback as it relates to instruction (Visible Learning practice), curriculum (Understanding by Design (UbD)), student work and assessments; consistently implement cycles of learning to connect our powerful practices; provide ongoing professional development to the ILT and teacher teams to construct a common understanding of the powerful practices and hold teachers accountable for implementing the powerful practices.	evidence of the powerful practice of writing to learn, learning to write infused in every subject school-wide; teachers providing timely feedback to increase purposeful or intentional instruction; increased differentiation and instructional settings (whole group, small group and centers); project based learning throughout the school; more students challenged at an advanced level through critical thinking and problem solving.	more succinct protocols (learning cycle) for feedback and classroom walk throughout, improved correlation between classroom grades and student outcomes on summative assessments such as NWEA, PARCC, etc.., an increase school-wide reading and math NWEA growth and attainment percentile by 20%, Increased quarterly on-track data by 20%,

Tags:
Curriculum Design, Teacher Teams/Collaboration, ILT, Academic expectations, Balanced grading and assessment, Powerful practice

Area(s) of focus:
1, 2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create schedules to monitor the ILT action items and schedule monthly Learning walks at the beginning of the year to monitor instruction practices including planning, instruction, assessment, and intervention.	ILT, Teachers, administration	Aug 29, 2016 to Jun 22, 2017	ILT Calendar, meeting notes and agenda	Completed

Differentiated instruction, Assessments, Small group instruction

| Create a process in which four teachers per quarter will join the learning walk team to assist with data gathering in order to identify areas in need of the powerful practice cycle. | Teachers, ILT, Administration | Aug 29, 2016 to Jun 22, 2017 | - Completed calendar with scheduled teacher participation -Completed needs assessment tools -Completed observation and feedback tools | On-Track |

Teacher Teams/Collaboration, Academic expectations, Accountability, Learning walk

Create structures for teacher to peer to peer consult on areas of reflections on student work, assessments and classroom visits. Use peer coaching model to observe, and provide feedback, pertaining to differentiated instruction and the instructional shifts for the common core for all teachers in their group. weekly	Teachers, ILT, Administration	Aug 29, 2016 to Jun 22, 2017	- Teachers will improve at least one level on two indicators in Domain 2 and/or 3 -Pershing school will earn a rating of Strong on the 5 Essentials Quality of Professional Development measure - Teachers will demonstrate differentiated instruction and/or assessment during every informal observation	On-Track

Teacher Teams/Collaboration, Differentatied instruction, Assessments, Reflection, Academic expectations

Use the dis-aggregated data to drill down to individual students in order to create groups for differentiated, small group instruction. Determine the targeted learning statements (from the Learning Continuum) that define instruction for specific groups.	Teachers, ILT, Administration	Aug 29, 2016 to Jun 22, 2017	- Student instructional groups based on the Heat Maps provided by Network 9 & the Learning Continuum to identify groups and learning statements - Planning templates focus on one or two learning statements over a period of one or two weeks - Use the small group instruction, progress monitoring protocol to choose the goal and learning statement topic from the drop down for every MTSS student group - Plan intervention lessons based on the Classroom Breakdown Report and Heat Map - Implement differentiated, small-group instruction in classrooms	On-Track

MTSS, Instructional practices, Assessments, Progress monitoring, Small group instruction, Common planning time

Strategy 3

If we do...	...then we see...	...which leads to...
If we have a full suite of restorative practices that offer students more leadership opportunities which includes the Leader in ME, responsive classroom; consistently implement the care and behavioral health team for tier 2 and 3 social emotional concerns; provide school-wide professional development to staff on how to infuse social emotional standards into the regular curriculum increase understanding of classroom restorative practices; and allocate time during professional development for staff to talk about social emotional concern.	Then we will see a decrease in the focus on negative student behaviors school-wide and a culture that reflects leadership, responsibility and a commitment to a calm climate. Students will earn grades which reflect mastery instead of student behavior; students and staff who feel safe, welcomed and a sense of purpose within the school which also means the ability to make mistakes and welcome constructive feedback; the ability to share concerns with peers and staff with the confidence to know that their voice is valid.	a greater increase in teachers responding to the specific needs of students; students who take pride in the positive contribution to the school wide culture and climate; more student lead school activities; an increase in the perception of safety among students, parents and staff, more of a student commitment to academic achievement and leadership development, a sense of freedom and respect to open communication with a focus on building a level of pride and ownership among staff and students, a continued decrease in the number of student behavior referrals by 50%

Tags:
Restorative approaches, Social emotional, Responsive classroom, Service learning, Growth mindsets, Leader in me

Area(s) of focus:
1, 4, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Provide school-wide professional development to staff in order to reinforcement Pershing's approach to Social Emotional Learning and incorporate 21st Century Skills as a path to increase the growth mindset and positive outcome for students.	Administration, Teachers, Network 9,	Aug 29, 2016 to Jun 22, 2017	- Completion of the Leader in ME training. - Weekly LIM habit instruction integrated into lesson plans. -	On-Track

Climate and Culture, Restorative approaches, Responsive classroom

Conduct more professional development for teachers on the Responsive Classroom techniques, understanding of the peer jury process and provide time during faculty meetings to discuss social emotional concerns and challenges.	Administration, Teacher teams, Counselor, Behavior Health Team (BHT)	Aug 29, 2016 to Jun 22, 2017	- full implementation of responsive techniques such as the Morning Meeting, restorative circles - Month peer jury date on calendar - Monitor referral for peer jury	On-Track

Climate and Culture, Restorative approaches, Peer jury

Increase the process of identification of students with significant needs and implement self management program and process to help them develop coping strategies.	BHT, Counselor, classroom teacher	Aug 29, 2016 to Jun 22, 2017	- Reduced behavior referrals by 20% - Students exhibits agreed upon school norms - Students and teachers use responsive language during conversations and communications	On-Track

Behavior and Safety, Interventions, Behavior supports, Social emotional learning

Provide before and after-school for all students who are in need of academic and social emotional supports.	Teachers and SECA	Aug 29, 2016 to Jun 22, 2017	Student attendance at tutoring class. Teacher sign-in and timesheet.	On-Track

Behavior and Safety, Interventions, Behavior supports;

Purchase student agenda to keep students On-Track with assignments, parental communication and attendance, and develop executive skills.	ILT, Teacher, SECA,	Aug 29, 2016 to Jun 22, 2017	1st and 3rd quarter parent meeting for grades 6th , 7th, 8th.	Completed

Parental involvement, Executive functioning, Social emotional learning

Purchase incentives for our PBIS, attendance, academics, and positive students behaviors..	Administration, Teachers	Aug 29, 2016 to Jun 22, 2017	Monthly PAWS events, PAWS Pantry	On-Track

Attendance, Positive behavior supports

Provide assemblies (outside organizations) that supports and embeds instruction and social emotional learning standards.	Administration, Teachers	Aug 29, 2016 to Jun 22, 2017	*(Blank)*	On-Track

Instruction, Admission, Social emotional learning

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Create professional development calendar that is aligned with data-driven instructional plans: includes assessment analysis and action planning for intervention and enrichment, and flexibility to adapt to student learning needs. Tags: Differentatied instruction, Lesson planning, Academic expectations, Balanced grading and assessment, Data driven instruction, Approaches to teaching and learning, Achievement, Pd planning, Academics, Academic, Differentatied instruction, Pd planning, Balanced assessment	ILT, Administration, Teachers Team	Aug 30, 2016	Aug 30, 2016	Completed
✚ Provide on-going professional development to teachers so that they can engage in data driven practices with an integrated curriculum model . Tags: Differentatied instruction, Lesson planning, Academic expectations, Balanced grading and assessment, Data driven instruction, Approaches to teaching and learning, Achievement, Pd planning, Teacher Teams/Collaboration, Professional development, Student engagement, Data driven instruction, Balanced assessment	Administration, ILT, Teacher Team	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Schedule vertical and horizontal meetings so teacher teams can collaborate on CCSS and SEL implementation and analyze student data to measure successful instructional practices. Tags: Differentatied instruction, Lesson planning, Academic expectations, Balanced grading and assessment, Data driven instruction, Approaches to teaching and learning, Achievement, Pd planning, Teacher Teams/Collaboration, Professional development, Ccss, Lesson planning	ILT, Grade level teams, grade band teams	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Monitor the implementation of lessons, learning activities, and assessment strategies from professional development sessions and debriefs with master teachers to adjust the needs of PLC accordingly. Tags: Differentatied instruction, Lesson planning, Academic expectations, Balanced grading and assessment, Data driven instruction, Approaches to teaching and learning, Achievement, Pd planning, Differentatied instruction, Progress monitoring, Lesson planning, Data driven instruction	ILT, Grade level teams, grade band teams	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Use PD days, grade level meetings, and flex days for professional learning centered around literacy and pedagogical strategies. Tags: Differentatied instruction, Lesson planning, Academic expectations, Balanced grading and assessment, Data driven instruction, Approaches to teaching and learning, Achievement, Pd planning, Literacy/Reading, Math, Instructional practices	ILT, administration, Teachers	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Purchase/provide professional readings to increase teacher knowledge and understanding of best practices for literacy and math instruction. Tags: Differentatied instruction, Lesson planning, Academic expectations, Balanced grading and assessment, Data driven instruction, Approaches to teaching and learning, Achievement, Pd planning, Literacy/Reading, Math, Differentatied instruction	IL, Administration, Teacher	Aug 29, 2016	Jun 22, 2017	Not started
✚ Provide opportunities for teachers to attend professional conferences and Network PD by paying for substitute teachers. Tags: Differentatied instruction, Lesson planning, Academic expectations, Balanced grading and assessment, Data driven instruction, Approaches to teaching and learning, Achievement, Pd planning		Aug 29, 2016	Jun 22, 2017	On-Track
✚ Create schedules to monitor the ILT action items and schedule monthly Learning walks at the beginning of the year to monitor instruction practices including planning, instruction, assessment, and intervention. Tags: Curriculum Design, Teacher Teams/Collaboration, ILT, Academic expectations, Balanced grading and assessment, Powerful practice, Differentiated instruction, Assessments, Small group instruction	ILT, Teachers, administration	Aug 29, 2016	Jun 22, 2017	Completed
✚ Create a process in which four teachers per quarter will join the learning walk team to assist with data gathering in order to identify areas in need of the powerful practice cycle. Tags: Curriculum Design, Teacher Teams/Collaboration, ILT, Academic expectations, Balanced grading and assessment, Powerful practice, Teacher Teams/Collaboration, Academic expectations, Accountability, Learning walk	Teachers, ILT, Administration	Aug 29, 2016	Jun 22, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Create structures for teacher to peer to peer consult on areas of reflections on student work, assessments and classroom visits. Use peer coaching model to observe, and provide feedback, pertaining to differentiated instruction and the instructional shifts for the common core for all teachers in their group. weekly Tags: Curriculum Design, Teacher Teams/Collaboration, ILT, Academic expectations, Balanced grading and assessment, Powerful practice, Teacher Teams/Collaboration, Differentatied instruction, Assessments, Reflection, Academic expectations	Teachers, ILT, Administration	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Use the dis-aggregated data to drill down to individual students in order to create groups for differentiated, small group instruction. Determine the targeted learning statements (from the Learning Continuum) that define instruction for specific groups. Tags: Curriculum Design, Teacher Teams/Collaboration, ILT, Academic expectations, Balanced grading and assessment, Powerful practice, MTSS, Instructional practices, Assessments, Progress monitoring, Small group instruction, Common planning time	Teachers, ILT, Administration	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Provide school-wide professional development to staff in order to reinforcement Pershing's approach to Social Emotional Learning and incorporate 21st Century Skills as a path to increase the growth mindset and positive outcome for students. Tags: Restorative approaches, Social emotional, Responsive classroom, Service learning, Growth mindsets, Leader in me, Climate and Culture, Restorative approaches, Responsive classroom	Administration, Teachers, Network 9,	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Conduct more professional development for teachers on the Responsive Classroom techniques, understanding of the peer jury process and provide time during faculty meetings to discuss social emotional concerns and challenges. Tags: Restorative approaches, Social emotional, Responsive classroom, Service learning, Growth mindsets, Leader in me, Climate and Culture, Restorative approaches, Peer jury	Administration, Teacher teams, Counselor, Behavior Health Team (BHT)	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Increase the process of identification of students with significant needs and implement self management program and process to help them develop coping strategies. Tags: Restorative approaches, Social emotional, Responsive classroom, Service learning, Growth mindsets, Leader in me, Behavior and Safety, Interventions, Behavior supports, Social emotional learning	BHT, Counselor, classroom teacher	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Provide before and after-school for all students who are in need of academic and social emotional supports. Tags: Restorative approaches, Social emotional, Responsive classroom, Service learning, Growth mindsets, Leader in me, Behavior and Safety, Interventions, Behavior supports;	Teachers and SECA	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Purchase student agenda to keep students On-Track with assignments, parental communication and attendance, and develop executive skills. Tags: Restorative approaches, Social emotional, Responsive classroom, Service learning, Growth mindsets, Leader in me, Parental involvement, Executive functioning, Social emotional learning	ILT, Teacher, SECA,	Aug 29, 2016	Jun 22, 2017	Completed
✚ Purchase incentives for our PBIS, attendance, academics, and positive students behaviors.. Tags: Restorative approaches, Social emotional, Responsive classroom, Service learning, Growth mindsets, Leader in me, Attendance, Positive behavior supports	Administration, Teachers	Aug 29, 2016	Jun 22, 2017	On-Track
✚ Provide assemblies (outside organizations) that supports and embeds instruction and social emotional learning standards. Tags: Restorative approaches, Social emotional, Responsive classroom, Service learning, Growth mindsets, Leader in me, Instruction, Admission, Social emotional learning	Administration, Teachers	Aug 29, 2016	Jun 22, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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 will be involved in the periodic review or the NCLB parent. Parents will be involved in the periodic review or the NCLB parent involvement documents, plans, and policies, along with the Development of the CIWP. Parents will have an opportunity to learn about the state of and the vision of the principal for the school. Parents will be invited to the monthly coffee with the principal, along with the LSC, PAC, and the PTA meetings. Parents will also help the school to analyze their data by
> completing the yearly surveys.

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

> At the start of the school year, parents will receive a mailing detailing the school's tentative calendar of events. Monthly calendars will be sent out by the 5th of each month. In additional, the principal and teachers will hold monthly coffee meetings, PTA and PAC meetings. Grade level and individual parent meetings will be scheduled as needed. The Title I Annual meeting will be held on September 26, 2016; followed by the organizational meeting on the September 26, 2016.

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.

> Pershing Magnet provides numerous opportunities to for parents to interact with the school, the staff, the teachers, and the larger districts. We host several open houses, curriculum nights, assemblies and parent workshops. Parents will gain better understands of resources available to meet their needs. A parent resources area will be created to allow them access to websites and other technology.

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.

Pershing practices an open door policy with which parents are feel to drop by and share there views, concerns, and suggestions. At monthly coffee with the principal, parents will be able to share more personal issue and receive direct answers from the principal and receive immediate feedback from the principal.

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.

Students are given assessments every five weeks, and the end of each quarter throughout the year. Results of assessments will be given to parents in a timely fashion to keep them abreast of their student's progress. Parents will also receive the School's progress report and the State Report Card and the SQPR that to gage the school performance level.

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.

Schools will provide parents timely notice when their regarding the teachers' qualification status will be sent home to parents in a notice from the school. All parents' request for information will be sent home within two weeks of receipt of notice.

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.

Pershing will provide parents with information on students current achievement and their academic challenges and successes. Teachers will share performance data with parents on how their children are performing on state and districts and local assessments.

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.

All parents are welcome to attend the monthly parent meetings. All teachers will be expected to maintain a website to keep parents inform of the activities happening at the school. Parents are encouraged to provide emails to aid better communication.Pershing will provide numerous opportunities to for parents to interact with school, staff, teachers, and the wider school districts. There will be several open houses, curriculum nights and asssemblies and parent workshops. Parents will gain a better understanding of the processes of the school and be able to lend their own talents with other students.

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.

All parents are welcome to attend the monthly parent meetings. All teachers will be expected to maintain a website to keep parents inform of the activities happening at the school. Parents are encouraged to provide emails to aid better communication.

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.

Pershing's pre-school teachers provide numerous opportunities for parents to particpate in the school. Some of the event include cultural day, field trips, guest speakers, and assemblies. Outside presenters will be brought in to give parents more inoformation on how to become more successful with their children.

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.

Pershing staff will work diligently to ensure all communication sent home are in a parent friendly language.

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)

All above boxes were checked.

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.)

John J. Pershing Magnet School seeks to develop students who are active leaders by providing them with a high quality education through STEAM humanity based curricula. We foster this in an environment of high academic excellence and personal responsibility that promote leadership readiness in students who are well rounded and ready for college and careers.

Pershing Magnet's curricula is created and designed through teacher collaboration during grade levels, grade bands, teacher meetings, and the ILT using the Common Core State Standards in ELA and Math and Social Emotional Learning Standards. Teachers aligned their scopes and sequences based on CPS Content Framework and student data. Teachers used the unpacked standards from Engaged NY and North Carolina, and Ohio to highlight areas of focus. Teachers look at the critical areas that need to be covered at a particular grade level. After analysis, then the areas are matched to the standards. From there teachers create pre-assessments that measure level of understanding that students have going into the lesson, and post assessments that gauge the level of understanding and mastery. After the assessments are created , teachers then design the activities and gather the resources to ensure that students obtain mastery. Beyond that, teachers use assessment data beginning with the BOY the first quarter to determine the starting point for instructions and the depth of complexity for instruction to inform re-teaching and instructional grouping decisions.

Our ELA core curricula focus the balanced approach to literacy instruction which includes vocabulary development, reading, and writing workshops, and phonetics in the lower grades. The foundational stages (K-2) of instruction use Scholastic Guided Reading materials (including leveled texts), Lucy Calkins' Units of Study for writing instruction, Fountas and Pinnel and Heggerty for phonics instruction. Third through fifth grades use the CPS Content Framework, CCSS, and EngageNY to design novel based lessons. Sixth through eighth grade teachers use College SpringBoard for ELA, NEWSELA, Scope Magazine, and ThinkCERCA for writing. These curricula call for the high levels of text complexities demanded by CCSS, and Social and Emotional Standards.

Our key curricula resources for mathematics are Envision for kindergarten through fifth grades and College Springboard for grades sixth through eighth. Additionally, we supplement our core instruction resources with digital programs such as Think Through Math, St. Math and the Kahn Academy. Teachers are also encouraged provide multiple opportunities for math engagement with a focus on the mathematical practice through Math Talk, Problem of the Month, and unit projects.

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.

Pershing Magnet will hold an open house the third week of September for the parents, to inform parents and guardians about the expectations, the rules and the guidelines of learning and achieving within the Evergreen Community. An eighth grade mandatory meeting will also be held to discuss graduation requirements as we know them and the selective enrollment process. Parent-teacher conferences are held as directed by CPS at the end of the first and third quarters. In addition, Evergreen holds its own Parent-teacher conference after the 2nd quarter grades for all students

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

Pershing Magnet will provide parents with reports of their children's progress as directed by CPS during the 5th, 15th, 25th, and 35th weeks of school. Electronic grade summaries are available at parent's request throughout the quarter. Report card dates are set by CPS. Parents have access to student grades through the Parent Portal on IMPACT. At our first open house we provide parents with the opportunity to register for portal access if they have not previously done so.

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

Teachers are available to hold conferences each school day from 8:30 - 8:50 am and during the preparation time with advance notice from the parent. Some teachers are willing to meet with parents after school when provided with advance notice.
Teachers are also available by appointment during the school year. In addition, parents can communicate with most teachers through the school website, Parent Portal on IMPACT and emails. Teachers are encouraged to call a student's home whenever necessary. Translation is always available if needed

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 can volunteer at the school daily to support lunchroom supervision, recess, special projects, field trips, and assemblies. Parents can observe classrooms at their convenience provided they give the school 24 hours notice. Parents are especially encouraged to attend all meetings, conferences, and special events at the school as well as the CAPS meetings for community concerns. All meetings are posted on the school website and marquee.

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

We at Pershing Magnet ask parents to support their children's learning in the following ways:
• Ensure that the student attends school everyday
• Use school provided agenda to monitor homework completion on a daily basis
• Limit the amount of television and the selection of programs that children watch
• Use Gradebook Portal to monitor student progress
• Monitor internet/Facebook/Twitter/Snapchat/Cellphone use
• Use other resources to enrich student's learning when school is out of session
• Participate in school workshops for parents
• Work with other parents on volunteer projects such as fund-raising
• Keep abreast about the child's education and communicate with the school by reading all notices from the school or CPS that are sent home
• Serve on school committees such as the LSC, PAC and BAC

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

Parents will participate in the education of their children by attending school functions, all parent-teacher conferences, and establishing a positive rapport with teachers. Parents can consult with the school by calling, coming to the school in person, or emailing the school faculty at any time.

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

Students will share the responsibility for their academic achievement by:
• Attending school every day and completing all classroom and homework assignments
• Self-monitoring grades in the portal
• Asking for additional assistance when needed
• Reading everyday outside of school for enjoyment
• Giving parents and guardians all notices, communications and information distributed from school each day
• Having agenda monitored and signed by parents

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 increast student academic achievement through parental involvement; specify your goals.

Increase communication between parent/teacher and help to develop better understanding so that parents
can help students with academic work. Start time: September - June
Add technology equipment, in the form of Chromebooks, to fill the parent technology cart. This will provide parents with the necessary technology in order to access parent portal and other digital platforms
Continue parent workshops provided on the development of an adolescent, and helping your student with academics.
Start time: October - April (4 classes)
Parent workshop on social media to further parental understanding of effects social media has on academic achievement. Start time: October - December

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

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