



Michele Clark Academic Prep Magnet High School (/school-plans/514) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Bosede Bada	Resident Principal	bbada@cps.edu	Has access
Charles Anderson	Principal	canderson@cps.edu	Has access
Diana Clifton-Roberts	Assistant Principal	dkclifton-roberts@cps.edu	Has access
Carmen Mahon	Post-secondary Counselor	camahon@cps.edu	Has access
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Lavette Alexander	Parent	Tyriana2004@yahoo.com	Has access
Michael Williams	Diverse Learner Specialist	mlwilliams3@cps.edu	Has access
Nancy Thomas-Donaldson	English Teacher	nthomas-donaldso@cps.edu	No Access
Audrey Woodley	Math Teacher	alwoodley@cps.edu	No Access

### Team meetings

Date	Participants	Topic
03/18/2016	Charles Anderson, Bosede Bada, Diana Clifton-Roberts	CIWP Website Walk-Through w/ Urvi Thanki
04/14/2016	Charles Anderson, Bosede Bada, Diana Clifton-Roberts, lavette Alexander	Getting Started and setting up
04/25/2016	Charles Anderson, Bosede Bada, Diana Clifton-Roberts, Carmen Mahon, Michael Williams, Hasna Omar,	SEF Completion
04/29/2016	Charles Anderson, Bosede Bada, Diana Clifton-Roberts, Carmen Mahon, Michael Williams, Hasna Omar	Finalize SEF & Priorities
05/02/2016	Charles Anderson, Bosede Bada, Diana Clifton-Roberts, Carmen Mahon, Michael Williams, Hasna Omar, Lavette Alexander	Goals and Strategies

05/13/2016	Charles Anderson, Bosede Bada, Diana Clifton-Roberts, Carmen Mahon, Michael Williams, Hasna Omar	Goals and Strategies Continued & Parent Plan Review
05/20/2016	Charles Anderson, Bosede Bada, Diana Clifton-Roberts, Carmen Mahon, Michael Williams, Hasna Omar	Revise CIWP based on feedback
06/02/2016	Charles Anderson	Review information
06/08/2016	Charles Anderson, LSC Members	Review and present CIWP
06/21/2016	Charles Anderson and Staff After school	To discuss CIWP

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

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

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School vision/mission posted in 90% of classrooms. Although the vision and mission is posted throughout the building there is inconsistency on creating a clear and motivating vision for the school. The vision/mission is not displayed through student learning, teacher interaction, or parental involvement.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

**Instructional Leadership Team:**

Score

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

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The ILT has started from basics teaching the team how an ILT should be run and challenging members. The ILT has looked at various data points such as student work, data protocols, and teacher expectations. Many data check points have not delve as deep into the work to challenge student learning and enhancing teacher instruction. The ILT meets bi-weekly creating structures to focus on analyzing data as the catalyst for improving student achievement. Unfortunately, we are in the beginning stages of effectively implementing ILT and the work of the ILT has not begun to influence other meetings throughout our building. The work that we are engaging in ILT is not discussed or disseminated to colleagues or peers at this present time as a mode of change.

**Guide for Instructional Leadership Team**

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

**Evidence, Measures, and Standards**

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

**Professional Learning:**

Score

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

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Collaborations have been moving toward success in creating teams, protocols, and procedures to building a school community. We are at the beginning stages since teachers are learning to collaborate and analyze student work, etc. We are in the process of identifying the needs of our school to establish a professional development plan that will greatly impact student achievement. 25% of (2/6) departments have professional development plans in place.

**Guide for Professional Learning**

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

**Evidence, Measures, and Standards**

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

#### Aligned Resources:

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

Score

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The budget allocations are not aligned as it relates to being a STEM school since money is not aligned to enhancing instruction of students in Science, Technology, Engineering, and Mathematics.

#### Guide for Aligned Resources

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

Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

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The percentage of teachers who created curriculum maps reflects 11% who demonstrated curriculum maps that included pacing or adequately addressed the time needed to address essential elements. Curriculum Maps/Unit Maps were vague in regards to the range and depth of knowledge of understanding of learning experiences. Half of the unit maps include overall arching themes, "enduring understandings" and guiding questions that would lead to discovery. Standards/Objectives were written in general "I can" statements, sometimes with a list of task/activities that students were to do. Less than half of plans included text or resources being used, with no mention to varied text being used for varied learning (reteach, enrichment, honors, etc.) Less than half of plans included formative or summative assessments being utilized. Assessments were generally listed as quiz, text, benchmark, create a poster, game, etc. Limited experiences were evident in curriculum/unit maps that showed incorporated real-world or technology integration.

### Guide for Curriculum

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

(<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)

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

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

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Less than 1/3 of lesson plans, curriculum maps and/or unit plans make reference to instructional materials being used. For plans that list materials being used, only include a title of text or name or resource being used. Evidence of scaffolding and differentiating is not referenced in either lesson plan, curriculum/ unit maps. Very few plans show an integration or technology use, even with an increase of technology access within the school. Textbooks can be seen in some classes, but not referred to in planning or utilized with instruction as books are dated. Some teachers utilize supplementary media (khan academy, Carneige, learning videos, etc) with instruction but often not listed in plans.

## Guide for Instructional Materials

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

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

- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

### Score

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Growth on the EPAS assessment series falls at 27% while attainment is at 15%. 11% of students met benchmarks on the PSAT in both Evidence-Based Reading (ERW) and Writing and Math with 74% meeting in ERW and 11% meeting Math. Currently, two departments have begun the process of engaging in analyzing student work utilizing student work protocols. School has configured a team to conduct learning walks (during each semester), teams found students engaged in task, but task being cognitively challenging came into question. Departments conducted peer observations, and found the same to be true. Students were completing task, but would benefit from task with opportunities for students to cite evidence; critique peers; share reasoning; and or require students to create authentic products to demonstrate understanding of concepts/skills learned. Teachers often fail to ensure that tasks are aligned to CCSS. Many teachers have not made the shift to CCSS and NGSS. As a result, tasks are not as rigorous ensuring that students are actively engaging in higher-order thinking skills according Bloom's Taxonomy and Depths of Knowledge.

## Guide for Rigorous Student Tasks

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



- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

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

Score

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

1 2 3 4

Freshman Connection/Orientation over the summer. Freshman On-track coordinator and supports through entire year, focusing on various skills for success, goal setting, individualized planning and conferencing. In addition, quarterly topic discussions on college 101. School provides summer learning opportunities in addition to Freshman connection (ASM, Dual Credit courses, etc.) Awareness: Post-Secondary supports include college and career planning via Naviance. Students are exposed to various potential options and made aware of opportunities via post-secondary team, through the use of college trips, Seminar workshops, guest speakers and other enrichment opportunities. Our partners include Gear Up, College Advising Core, Build On, and Introspect. These partners provide year-long programming and tutoring to support college readiness. Students have attended 42 college visits and have participated in three college fairs. 54% of students enrolled in colleges in 2015. The post secondary counselors conduct one-on-one conferences with seniors and their parents throughout the year. We also hold workshops about selecting colleges, FAFSA, securing funding, remaining on track for graduation among other things.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS			
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>		
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>		
Five Essentials	<table border="0"> <tr> <td>Ambitious Instruction</td> <td>Supportive Environment</td> </tr> </table>	Ambitious Instruction	Supportive Environment
Ambitious Instruction	Supportive Environment		
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>		
CPS Performance Standards for School Leaders	<p>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</p> <p>C2. Builds a culture of high aspirations and achievement for every student.</p>		

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 3 4

Growth on the EPAS assessment series falls at 27% while attainment is at 15%. 11% of students met benchmarks on the PSAT in both Evidence-Based Reading (ERW) and Writing and Math with 74% meeting in ERW and 11% meeting Math. There is some evidence of best educational practices, whereas, evidence of questioning, grouping, student discourse, and writing is inconsistently present in some classroom. Teachers, staff and administration work collaboratively in efforts to create a climate and culture conducive to effective learning. In addition, across some classrooms students are challenged to levels of critical thinking, the sharing of ideas, supportive arguments in the sense that students are allowed the freedom to be able to create, evaluate, explore options, and apply knowledge, whereas, it expands connections to real life situations, and make contributions to global issues, however, there is room for improvement. The Michele Clark staff has not incorporated an action plan and strategies that include professional development for teachers led by the instructional leadership team. Teachers often fail to ensure that tasks are aligned to CCSS. Many teachers have not made the shift to CCSS and NGSS. As a result, tasks are not as rigorous ensuring that students are actively engaging in higher-order thinking skills according Bloom's Taxonomy and Depths of Knowledge.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

### Score

1 2 3 4

There isn't a plan for MTSS and there are no clear structures to refer students to gain additional supports. We are partnered with Primo Center, Build On, Build, and Pumps which offers socio-emotional supports to all students to a select group of students

## Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.

- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

Score

1 2 3 4

Michele Clark provides multiple opportunities for assessment including the school-wide interim assessments, weekly benchmark assessments, and the recent implementation of regular, formative authentic assessments. Also, both bell ringers and exit slips are a custom within the school providing teachers a comprehensive picture of student learning. The interim assessments used are out-dated as they are aligned to the College Readiness Standards and do not account for the shifts to Common Core State Standards and Next Generation Science Standards. Also, there is no evidence of progress monitoring. Currently, Michele Clark consistently implements the Benchmark Grading System with clear expectations for grading student work and clearly communicates learning progress to students and families. There is a widely used grading policy in place. The rigor of the Benchmark Grading Scale has been questioned. Teachers inconsistently work together to develop common assessments within departments. According to the 2015 SQRP, Michele Clark students' growth was 27% of students nationally on the EPAS series. While there is a Data Driven Calendar in place, there is inconsistency throughout the school in regards to the analysis of data and using data from assessments to inform instruction.

### Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**

- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

75% of classrooms have posted expectations. Most rigorous courses have more students that take ownership of their education by arriving to class in a timely fashion, submit work in a timely fashion and most students contribute to a positive learning environment. Some teachers who have multi-academic levels struggle with classroom management (i.e. Math and seminar classes). In these classrooms, some students are engaged in instruction some of the time. Learning is happening; however, Tier 1 supports are not consistent, which impacts classroom instruction impacting the culture for learning. Morning classes are impacted by students who tardy and afternoon classes are impacted by the social aspect of high school culture, which includes transition between periods.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 2 3 4

Michele Clark has a number of staff and community-based partnerships that promote a positive, caring environment for students. Partnerships include Primo Center, Gear Up, Build On, and College Advising Core. Interactions among students-to-students and adult-to-students are mutually supportive and respectful with strong norms.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

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

Score

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.

1 2 **3** 4

We have a strong Student Council body present for each grade-level with the total student government consisting of 20 students. Students are able to participate in service-learning opportunities through BuildOn, National Honor Society, and Student Government. There are a number of college enrichment opportunities provided through partnerships with City Colleges, college/career fairs, one-to-to college and academic planning, dual credit and enrollment, and honors/advanced placement courses. There are several opportunities for participation in sports and academic clubs including basket ball, baseball, track, volley ball, water polo, Academic Decathlon and debates. More than 75% of students participate an at least one of the aforementioned clubs, activities, sports or events.

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

### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.

- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

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

### Safety & Order:

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

### Score

1 2 3 4

This year, training for staff and faculty on the procedures regarding student conduct and behavior interventions via grade level meetings. Staff consistently utilizes Student Logger to track and monitor student behavior. Teachers are updated on best practices through the implementation of weekly grade-level meetings. Michele Clark has an untrained Restorative Justice Coordinator who inconsistently implements restorative practices.

### Guide for Safety & Order

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

## Evidence, Measures, and Standards



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

**Restorative Approaches to Discipline:**

Score

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.

1 2 3 4

At the start of the school year, teachers implemented existing school-wide policies. However, after a change in leadership, teachers were required to develop individualized classroom management plans. The Restorative Justice Coordinator supports teachers by responding to challenging behavior via restorative conversations, one-on-one parent conferences, and student-teacher conferences. These changes assist teachers build community in and outside of the classroom. The RJC 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. Although there are systems in place, there still are persistent, challenging behaviors that requires the attention of multiple adults in the building.

**Guide for Restorative Approaches to Discipline**

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

**Evidence, Measures, and Standards**

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

### Parent Partnership:

Score

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

1 2 3 4

School currently enhances strong parent partnerships through the use of Parent community groups that provide outside support services for parents and community. Parent community groups, with help of school supports, institute parent workshops on college and career readiness; scholarships and financial planning; and building family relationships. School encourages high level of collaboration and communication between school and family through the use of parent portal; weekly all-calls, parent newsletters, conferencing and monthly Local School Council meetings.

### 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	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
1	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
1	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
1	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
1	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
1	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	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	⊗
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3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1	2	3	4	5	⊗
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Goals

Required metrics (Highschool)

13 of 13 complete

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

Our current survey showed organized. More emphasis needs to be placed on student safety and building a culture of trust between student to student, teacher to teacher, student to teacher and teacher to student.

(Blank)

(Blank)

(Blank)

(Blank)

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

Based on PSAT results, 74% of our student met benchmarks in ERW (Evidence based Reading and Writing) and 11% met benchmarks in Math. The mean total score for PSAT is currently 779, with only 11% of students meeting benchmarks in both Evidence Based Reading Writing and Math.

13.00

(Blank)

14.00

16.00

**African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

N/A SAT

18.00

(Blank)

0.00

0.00

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

N/A SAT

(Blank)

(Blank)

0.00

0.00

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

N/A

(Blank)

(Blank)

0.00

0.00

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

N/A

23.00

(Blank)

0.00

0.00

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

SAT

19.00

(Blank)

0.00

0.00

**Freshmen On-Track Rate**

Freshman On-Track We know Freshman on-track indicator is a predictor of high school graduation rates, by continually striving for high standards of expectations we are ensuring our students understand the importance of creating a solid foundation. Students understanding the importance of the Freshmen on-track rate and expectations, has given our students the opportunity to feel a sense of pride in keeping their FOT percentage rate high. High Freshman On-Track rates requires our staff and Freshmen grade-level team to collaborate and establish intervention plans for students who are falling behind academically; as well as provide enrichment opportunities for the "Opportunity and High Opportunity" students. A high Freshman On-Track rate allows for different collaborators and stakeholders to personalize approaches to specific students who may need more academic and social-emotional learning supports.

92.40

93.20

93.00

93.00

**4-Year Cohort Graduation Rate**

The 4 year cohort graduation rate should continue to rise as we look at strategic instructional strategies to keep students involved in learning and making sure that we are differentiating our instruction.

77.50

81.70

82.00

83.00

**1-Year Dropout Rate**

Currently, Michele Clark's 1-Year Dropout Rate is 2.9%. Research shows that dropping out leads students on a path to lower-paying jobs, poorer health, and continuation of these cycles for poverty-stricken families. Michele Clark recognizes the value that each and every student holds and has set the goal to decrease our 1-Year Dropout Rate by .9% over the next two years. We know that there are numerous reasons why children dropout and will create a dimensional system that will have a positive impact on decreasing student dropout rates. We understand the importance of partnering with families, cultivating positive relationships, monitoring students' progress, or lack of progress, to ensure that we provide all students with the supports needed to be successful and positively contribute to our fast-paced society.

2.10

2.90

2.00

2.00

**College Enrollment Rate**

Graduates and their families (or lack of) understand the academic and financial responsibility of attending a college/university. However, some students equate their high school educational experience with a potential college experience; therefore, wanting to wait a year or so and work instead of attend school. Some graduates fail to save for enrollment fees to secure their admissions slot. Some graduates attend college with the intention of being successful, yet struggle to balance their social and academic experiences; therefore, failing their first semester and returning home. With more than half of the graduating class attending a college, to increase the amount of students attending a college, students and families must be transparent and realistic and there must be a social, emotional, and academic mindset shift. Plus, there must be proper financial education and planning and access to extended supports (miscellaneous funding for students who do not have the support).

64.70

54.40

60.00

65.00

**College Persistence Rate**

According to the data, current graduates in college seem to be coping somewhat better with the financial responsibility of attending a college/university. However, some of the college graduates take time off to work in order to save money and possibly go back. While other graduates choose to go to a community college to help alleviate the burden of academic and financial responsibility post secondary may cause. While we must understand why students come home, we need to keep in mind that public schools need to promote college persistence and must ensure college readiness as well. There must be supports in place, such as, educating our parents, provide adequate financial guidance and provide ongoing college counseling for our alumni.

52.10

59.30

60.00

65.00

**Average Daily Attendance Rate**

Michele Clark has a population of 538 students. After 145 days of attendance, attendance rates are reported as such:  
 Grade nine reports 22,015.0 membership days and of these 20,759.5, reflected amount of freshman present and 1,255.5 reflect the amount of absences which reflects an attendance rate of 94.30%,  
 grade ten reports 22,310.0 membership days and of these 20,333.5, reflected amount of sophomores present and 1,255.5 reflect the amount of absences which reflects an attendance rate of 91.14%,  
 grade eleven reports 16,420.0 membership days and of these 15,185.5, reflected amount of freshman present and 1,234.5 reflect the amount of absences which reflects an attendance rate of 92.48%, and  
 grade twelve reports 13,173.0 membership days and of these 12,068.5, reflected amount of freshman present and 1,255.5 reflect the amount of absences which reflects an attendance rate of 91.62%.  
 Therefore, the total amount of membership days reported 73, 918.0 days in which 68,347.00 of these days reflected the amount of students present, 5,571.0 days reflected the amount of days absent, and the total attendance rate reflected 92.46%.

91.50

91.50

92.00

92.00

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

Increase teacher capacity to integrate CCSS into practice through PD opportunities; use teaching framework (Gradual release of responsibility) to drive instructional improvement and; use differentiated instructional strategies to meet the needs of students in Tier 1, 2 and 3.

...then we see...

Teachers implementing CCSS aligned units/projects that require students to think more critically and intensively about concepts across multiple disciplines. Collaborative Instructional dialogue and reflections among Administration, teacher leaders, and staff around designing, implementing, and monitoring instruction, curriculum, and assessments that reaches all students. Instructional learning cycles that focus on priority areas of instruction (Gradual Release of Responsibility, differentiation, Data analysis, and CCSS/NGSS standards).

...which leads to...

Increase percentage of students meeting and exceeding Benchmark in Evidence-Based Reading, Writing to 80%. Increase percentage of students meeting and exceeding in Math to 50%. Teachers will also improve instructional practices in REACH domains (3a, 3b, 3c, 3d) by moving from BASIC to Proficient and/or Distinguished status on their REACH Evaluations.

Tags:

MTSS, Academic, Differentiated instruction, Stem, Academic expectations, Standards-based instruction, Academic supports, Achievement, Gradual release of responsibility, Academic learning, Rigorous instruction, Professional learning cycles

Area(s) of focus:

1, 2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Create professional development learning cycles that focus on school wide STEM Project Based instruction and Gradual Release of Responsibility	Principal	Jun 22, 2016 to Jul 8, 2016	Professional development calendar and schedule.	On-Track

**Classroom rigor, Assessment, Academic targets**

Institute a Professional Learning Community that focus on STEM Project Based Instruction via professional development	Administration	Jun 22, 2016 to Jun 16, 2017	PLC pd calendar and schedule	Behind
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**Instructional Coaching, Professional learning community**

Institute calendar of Instructional Learning cycles focused on Project based learning aligned to CCSS and NGSS standards. Calendar will encompass observations cycles, data analysis schedule, Instructional Coaching Support Schedule, and MTSS meeting schedule.	Administration ILT Instructional Coach School Counselor	Aug 8, 2016 to Sep 16, 2016	Learning cycles calendar, Schedule for Meetings, Observations, Walkthroughs (Google Calendar/ Google Doc)	Not started
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**MTSS, Professional development, Standards-based instruction, Observation, Schedule, Professional learning cycles**

Establish committees to plan and conduct professional development around instructional priority areas. Committee members will also work with ILT team to develop implementation rubrics for walkthroughs and peer observations around learning cycle focus.	Administration	Jun 22, 2016 to Sep 30, 2016	Committee Sign up, Agendas, Implementation Rubrics, Learning Cycle Calendar (Walkthrough/Observations);	Not started
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**Committee, Professional learning cycles, Instructional priorities, Professional development plan**

Provide teachers with Instructional cycle protocols, procedures and schedules for walkthroughs/learning walks (Team and/or ILT), peer observations, and data analysis sessions.

Administration, ILT/Teacher Leaders, PLC committee

Aug 24, 2016 to Jun 16, 2017

Google Docs- Products (Protocols, Procedures, Schedules); Meeting Agendas, Meeting Sign-In Sheets,

Not started

**Data analysis, Protocols, Rubrics, Professional learning cycles, Procedure**

Provide school-wide professional development to classroom teachers on STEM Project-based learning aligned to CCSS/NGSS standards; differentiation supports/strategies for Tier 1 and tier 2 students.

Administration, PLC committee/ILT

Aug 24, 2016 to Jul 14, 2017

Meeting Agendas and Sign-in sheets, Meeting Handouts/Resources

Not started

**MTSS, Project-based learning, Professional development, Differentiated instruction, Stem, Standards-based instruction, Professional learning community, Learning cycles**

Evaluate quality and effectiveness of professional development through walkthroughs, observations, weekly- teacher checkins, bi-weekly administration check-ins, staff reflections, and monthly surveys.

Administration, PLC/Lead Teachers

Aug 24, 2016 to Jun 23, 2017

Teacher survey/Reflection results; Google spreadsheet recording team Feedback from observations/Learning walks; REACH feedback

Not started

**Professional development, Reach, Teacher reflection, Survey, Learning walks, Evaluate, Peer to peer observations**

Identify, Track, and Monitor students that would be categorized in MTSS Tiers 1, 2, and 3 based on data analysis review from benchmark assessment data (PARCC/PSAT results). Conduct student progress check-ins for targeted tier 2 students in reference to student progress in college and career readiness benchmark performance on assessments(PSAT 8/9, 10,11, and PARCC). When needed, set up staffing meetings for students making little to no progress based on PM data.

Administration, PLC Lead Teachers, Counselor, Case Manager

Aug 22, 2016 to Jun 30, 2017

Google sheets Report (Tracking students), meeting agendas, Summary reports from meetings w/ students; Progress Check-in results from Tier 1, 2, 3 students.

Not started

**Differentiated instruction, Data analysis, Data tracking, Problem solving process, Tier 2, Multi-tiered support systems, Multiple measures for screening, diagnosing, and progress monitoring, Student support, Formative assessments, Tier i instruction**

Strategy 2

If we do...

...then we see...

...which leads to...

Implement a school wide universal positive

students throughout the building solving their

A change in school culture that promotes an

Behavioral intervention strategies that are aligned with restorative justice polices and procedures that coincide with the CPS student Code of Conduct. Training will be provided by the PBIS team during instructional institute days

own conflict in a peaceful and positive manner

overall positive environment for students and staff measure by 15% reduction in OSS.

Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment

Area(s) of focus: 2, 3, 4

Action step	Responsible	Timeframe	Evidence for status	Status
Identify school wide PBIS and create professional development practices for school implementations	Behavioral Support Team (Problem Based Team)	Jun 27, 2016 to Aug 15, 2016	Protocol and training of staff	Behind

**Restorative approaches, Interventions, Restorative justice, Behavior supports, Advisory**

The ILT team and PBIS members will look at the data to see what infractions happened most often, in which teacher's classrooms, and who the students are, as well as if they are being serviced to determine the best suited intervention practice.	ILT	Sep 1, 2016 to Oct 19, 2016	meeting notes and agenda	Not started
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**ILT, Data analysis, School climate pbis, Data tracking**

Identify staff members for training on Peer Jury	Restorative Justice Specialist	Jun 20, 2016 to Aug 22, 2016	Program selection	Behind
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**MTSS, Peer coaching, Peer jury, Restorative practices**

Create an advisory team that monitors student data and make sure it is available school wide	Principal	Jun 13, 2016 to Jul 5, 2016	Created team Agenda	Behind
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**MTSS, Data analysis, Advisory council**

Create student survey to implement student voice	Restorative Justice Specialist	Jun 30, 2016 to Aug 31, 2016	Student Agendas	Not started
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**Restorative justice, Student engagement, Student council, Restorative practices**

Implement student council for student voice	Assistant Principal	Jun 1, 2016 to Jun 30, 2016	Student agendas Students activities	On-Track
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**Student engagement, Student council, Student accountability**

Institute a school wide usage of Student Logger to be used by complete staff for documentation of opportunities and positive interactions.	Principal	May 20, 2016 to Sep 30, 2016	Usage of Student Logger	On-Track
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**Teacher support, Teacher implimentation, Student development**



As a part of the cultural learning collaboration with the Restorative Justice Team will work to determine next improvements and training for all staff members.	Restorative Justice Specialist	Sep 7, 2016 to Nov 4, 2016	Surveys Evaluation	Not started
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**MTSS, Restorative approaches, Survey, Restorative practice**

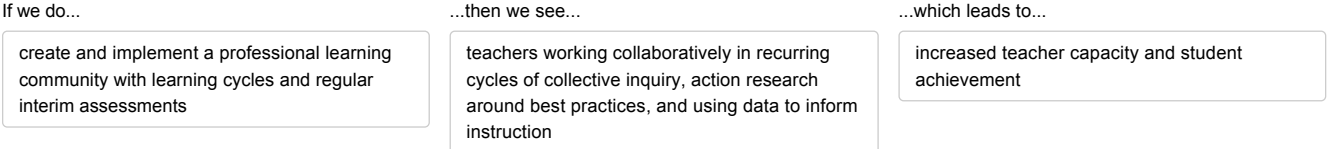
Provide school wide universal plan for parents and guardians to understand the school wide plan. This would be done through various parent meeting and orientations.	Principal	Jul 15, 2016 to Oct 7, 2016	Parental All Calls, emails, student logger, and Parent Portal	Behind
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**Parent partnerships, Parent engagement, Parent portal**

Create teacher teams that research and compare evidence of PBIS and introduce Q&A for staff	Teacher teams	Jun 13, 2016 to Jun 22, 2016	PowerPoint Video	On-Track
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**MTSS, Pbis, School climate pbis, Teacher teams, Teacher capacity**

**Strategy 3**



Tags: Assessments, Academic expectations, Action research

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

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Establish a team that will lead the PLC (ILT)	Principal, Assistant Principal	Jun 22, 2016 to Jul 5, 2016	Teacher ILT established	On-Track

**Teacher Teams/Collaboration, ILT**

Analyze multiple forms of data to assess the current state of the school. Set goals based on data analysis	ILT	Jun 22, 2016 to Aug 30, 2016	Professional Development	Not started
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**Professional Learning, Professional development**

Train team on Gradual Release of Instruction and Project-Based Learning	Principal Assistant Principal	Aug 29, 2016 to Aug 31, 2016	Training Sign in sheets	Not started
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**Professional learning plan, Training**

Train staff on GRR and PBL during the PD days at the start of the school year	ILT	Aug 30, 2016 to Sep 7, 2016	Sign in sheets Agendas	Not started
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**Teacher Teams/Collaboration**

Each ILT member will be provided one department to monitor in the implementation of GRR and PBL. ILT member will observe teacher(s) and provide feedback	ILT	Sep 6, 2016 to Jun 23, 2017	Weekly meeting agendas, notes, and feedback provided to teachers	Not started
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**Professional Learning, Collaboration**

Weekly department meetings will be use to provide additional pd on GRR and PBL as assessed from observations and teacher surveys	ILT	Sep 1, 2016 to Jun 21, 2017	Meeting Agendas	On-Track
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**Teacher Teams/Collaboration**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Create professional development learning cycles that focus on school wide STEM Project Based instruction and Gradual Release of Responsibility</p> <p>Tags: MTSS, Academic, Differentiated instruction, Stem, Academic expectations, Standards-based instruction, Academic supports, Achievement, Gradual release of responsibility, Academic learning, Rigorous instruction, Professional learning cycles, Classroom rigor, Assessment, Academic targets</p>	Principal	Jun 22, 2016	Jul 8, 2016	On-Track
<p>✚ Institute a Professional Learning Community that focus on STEM Project Based Instruction via professional development</p> <p>Tags: MTSS, Academic, Differentiated instruction, Stem, Academic expectations, Standards-based instruction, Academic supports, Achievement, Gradual release of responsibility, Academic learning, Rigorous instruction, Professional learning cycles, Instructional Coaching, Professional learning community</p>	Administration	Jun 22, 2016	Jun 16, 2017	Behind
<p>✚ Institute calendar of Instructional Learning cycles focused on Project based learning aligned to CCSS and NGSS standards. Calendar will encompass observations cycles, data analysis schedule, Instructional Coaching Support Schedule, and MTSS meeting schedule.</p> <p>Tags: MTSS, Academic, Differentiated instruction, Stem, Academic expectations, Standards-based instruction, Academic supports, Achievement, Gradual release of responsibility, Academic learning, Rigorous instruction, Professional learning cycles, MTSS, Professional development, Standards-based instruction, Observation, Schedule, Professional learning cycles</p>	Administration ILT Instructional Coach School Counselor	Aug 8, 2016	Sep 16, 2016	Not started
<p>✚ Establish committees to plan and conduct professional development around instructional priority areas. Committee members will also work with ILT team to develop implementation rubrics for walkthroughs and peer observations around learning cycle focus.</p> <p>Tags: MTSS, Academic, Differentiated instruction, Stem, Academic expectations, Standards-based instruction, Academic supports, Achievement, Gradual release of responsibility, Academic learning, Rigorous instruction, Professional learning cycles, Committee, Professional learning cycles, Instructional priorities, Professional development plan</p>	Administration	Jun 22, 2016	Sep 30, 2016	Not started
<p>✚ Provide teachers with Instructional cycle protocols, procedures and schedules for walkthroughs/learning walks (Team and/or ILT), peer observations, and data analysis sessions.</p> <p>Tags: MTSS, Academic, Differentiated instruction, Stem, Academic expectations, Standards-based instruction, Academic supports, Achievement, Gradual release of responsibility, Academic learning, Rigorous instruction, Professional learning cycles, Data analysis, Protocols, Rubrics, Professional learning cycles, Procedure</p>	Administration, ILT/Teacher Leaders, PLC committee	Aug 24, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Provide school-wide professional development to classroom teachers on STEM Project-based learning aligned to CCSS/NGSS standards; differentiation supports/strategies for Tier 1 and tier 2 students.</p> <p>Tags: MTSS, Academic, Differentiated instruction, Stem, Academic expectations, Standards-based instruction, Academic supports, Achievement, Gradual release of responsibility, Academic learning, Rigorous instruction, Professional learning cycles, MTSS, Project-based learning, Professional development, Differentiated instruction, Stem, Standards-based instruction, Professional learning community, Learning cycles</p>	Administration, PLC committee/ILT	Aug 24, 2016	Jul 14, 2017	Not started
<p>✦ Evaluate quality and effectiveness of professional development through walkthroughs, observations, weekly-teacher checkins, bi-weekly administration check-ins, staff reflections, and monthly surveys.</p> <p>Tags: MTSS, Academic, Differentiated instruction, Stem, Academic expectations, Standards-based instruction, Academic supports, Achievement, Gradual release of responsibility, Academic learning, Rigorous instruction, Professional learning cycles, Professional development, Reach, Teacher reflection, Survey, Learning walks, Evaluate, Peer to peer observations</p>	Administration, PLC/Lead Teachers	Aug 24, 2016	Jun 23, 2017	Not started
<p>✦ Identify, Track, and Monitor students that would be categorized in MTSS Tiers 1, 2, and 3 based on data analysis review from benchmark assessment data (PARCC/PSAT results). Conduct student progress check-ins for targeted tier 2 students in reference to student progress in college and career readiness benchmark performance on assessments(PSAT 8/9, 10,11, and PARCC). When needed, set up staffing meetings for students making little to no progress based on PM data.</p> <p>Tags: MTSS, Academic, Differentiated instruction, Stem, Academic expectations, Standards-based instruction, Academic supports, Achievement, Gradual release of responsibility, Academic learning, Rigorous instruction, Professional learning cycles, Differentiated instruction, Data analysis, Data tracking, Problem solving process, Tier 2, Multi-tiered support systems, Multiple measures for screening, diagnosing, and progress monitoring, Student support, Formative assessments, Tier i instruction</p>	Administration, PLC Lead Teachers, Counselor, Case Manager	Aug 22, 2016	Jun 30, 2017	Not started
<p>✦ Identify school wide PBIS and create professional development practices for school implementations</p> <p>Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment, Restorative approaches, Interventions, Restorative justice, Behavior supports, Advisory</p>	Behavioral Support Team (Problem Based Team)	Jun 27, 2016	Aug 15, 2016	Behind
<p>✦ The ILT team and PBIS members will look at the data to see what infractions happened most often, in which teacher's classrooms, and who the students are, as well as if they are being serviced to determine the best suited intervention practice.</p> <p>Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment, ILT, Data analysis, School climate pbis, Data tracking</p>	ILT	Sep 1, 2016	Oct 19, 2016	Not started
<p>✦ Identify staff members for training on Peer Jury</p> <p>Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment, MTSS, Peer coaching, Peer jury, Restorative practices</p>	Restorative Justice Specialist	Jun 20, 2016	Aug 22, 2016	Behind
<p>✦ Create an advisory team that monitors student data and make sure it is available school wide</p> <p>Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment, MTSS, Data analysis, Advisory council</p>	Principal	Jun 13, 2016	Jul 5, 2016	Behind
<p>✦ Create student survey to implement student voice</p> <p>Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment, Restorative justice, Student engagement, Student council, Restorative practices</p>	Restorative Justice Specialist	Jun 30, 2016	Aug 31, 2016	Not started
<p>✦ Implement student council for student voice</p> <p>Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment, Student engagement, Student council, Student accountability</p>	Assistant Principal	Jun 1, 2016	Jun 30, 2016	On-Track
<p>✦ Institute a school wide usage of Student Logger to be used by complete staff for documentation of opportunities and positive interactions.</p> <p>Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment, Teacher support, Teacher implimentation, Student development</p>	Principal	May 20, 2016	Sep 30, 2016	On-Track
<p>✦ As a part of the cultural learning collaboration with the Restorative Justice Team will work to determine next improvements and training for all staff members.</p> <p>Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment, MTSS, Restorative approaches, Survey, Restorative practice</p>	Restorative Justice Specialist	Sep 7, 2016	Nov 4, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide school wide universal plan for parents and guardians to understand the school wide plan. This would be done through various parent meeting and orientations. Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment, Parent partnerships, Parent engagement, Parent portal</p>	Principal	Jul 15, 2016	Oct 7, 2016	Behind
<p>✚ Create teacher teams that research and compare evidence of PBIS and introduce Q&amp;A for staff Tags: MTSS, Climate and Culture, Collaboration, Common language, Celebrate, Classroom environment, MTSS, Pbis, School climate pbis, Teacher teams, Teacher capacity</p>	Teacher teams	Jun 13, 2016	Jun 22, 2016	On-Track
<p>✚ Establish a team that will lead the PLC (ILT) Tags: Assessments, Academic expectations, Action research, Teacher Teams/Collaboration, ILT</p>	Principal, Assistant Principal	Jun 22, 2016	Jul 5, 2016	On-Track
<p>✚ Analyze multiple forms of data to assess the current state of the school. Set goals based on data analysis Tags: Assessments, Academic expectations, Action research, Professional Learning, Professional development</p>	ILT	Jun 22, 2016	Aug 30, 2016	Not started
<p>✚ Train team on Gradual Release of Instruction and Project-Based Learning Tags: Assessments, Academic expectations, Action research, Professional learning plan, Training</p>	Principal, Assistant Principal	Aug 29, 2016	Aug 31, 2016	Not started
<p>✚ Train staff on GRR and PBL during the PD days at the start of the school year Tags: Assessments, Academic expectations, Action research, Teacher Teams/Collaboration</p>	ILT	Aug 30, 2016	Sep 7, 2016	Not started
<p>✚ Each ILT member will be provided one department to monitor in the implementation of GRR and PBL. ILT member will observe teacher(s) and provide feedback Tags: Assessments, Academic expectations, Action research, Professional Learning, Collaboration</p>	ILT	Sep 6, 2016	Jun 23, 2017	Not started
<p>✚ Weekly department meetings will be use to provide additional pd on GRR and PBL as assessed from observations and teacher surveys Tags: Assessments, Academic expectations, Action research, Teacher Teams/Collaboration</p>	ILT	Sep 1, 2016	Jun 21, 2017	On-Track

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

# Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent Plan

### Parent Involvement Policy

Complete

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

This will be accomplished through multiple means of advertising to all parents: All calls, mailings, parent meetings and LSC meetings

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

Parents will be invited to various orientations for students and parent open houses to get parents involved.  
My annual meeting is held on 9/29/15 5:00 pm and Organizational Meeting held 9/29/15 5:30 pm

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.

We will provide parents information in a timely manner utilizing meetings (LSC, PAC, Meet the Teacher's Night, school website, and conferences throughout the year. Principal reminds parents about upcoming events (LSC, PAC, workshops) during monthly forum. Posted dates for meetings and events will be found on school website. Furthermore, administrations sends home newsletters about meetings, events or any other important information from Michele Clark, Network and CPS district. Administration uses all-calls and school marquee to post important dates for various meetings.

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

We will meet with parents to listen to their suggestions and work together to implement an action plan when necessary. We will use our PAC committee inform school community about important initiatives from Michele Clark. PAC committee will; meet to decide on workshops that are appropriate for our parents.

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.

Michele Clark will send parents the results from state assessments as soon as CPS District provides the report. In addition, Administration will make interim data available for parents. Teachers are discussing growth of students, classes based off benchmark assessments throughout the school year with parents during parent teacher conferences.

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.

The Principal sends the letter about "Highly Qualified" teachers as soon as the Office of Talent provides the information.

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.

We will use our PAC committee inform school community about important initiatives from Michele Clark. PAC committee will; meet to decide on workshops that are appropriate for our parents. In addition, PAC parents receive information about before/after school tutoring programs available for students. In the beginning of the school year, parents will receive the code for parent portal in order to monitor the grades and the progress of their children. Michele Clark is providing the workshop for parents How to obtain the information from Parent Portal.

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.

We will provide our parents the opportunity to participate in educational workshops, conferences, and meetings. Computer classes will be available for parents to attend in our Parent University Center. Staff will provide mini-workshops on how to help their child in various subject areas.

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.

During professional development sessions at the beginning of the school year, we will remind staff of the value of our relationships with our parents and how to have an open door policy with their parents. Michele Clark will offer Math, Reading, and Science Night. In addition, Michele Clark will inform parent about the upcoming PBIS structures which will be a part of the positive behavior program.

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.

Michele Clark will continue to provide support needed activities to help them participate in their child's education. PAC will run monthly meetings that include workshops and trainings for parents on some of the following topics: getting ready for testing; training to support at-home parenting, parent workshops. Parents will be encouraged to attend regional and national parent conferences.

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.

We will inform our parents through notices, flyers, letters and invitations. We will also utilize the school marquee and website to post upcoming events.

#### Policy Implementation Activities

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

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

n/a

#### Parent Compact

Complete

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

Our mission is to provide an educational experience committed to providing each student with optimal learning opportunities in order to pursue his/her college and career potential, ensuring success in all future endeavors. We will commit to providing a rigorous balance of focused instruction driven by the common core standards, the arts, and technology which will prepare our students to be critical thinkers and college and career ready.

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

Parent –teacher conferences start from Open House in September and then progressively are held individually or as a departmentalized team as often as needed (IEP or 504). Parents and school community are invited throughout the school to the LSC, PAC, BAC, and PTO meetings and events.

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

Michele Clark provides parents every 5 weeks with students' progress reports and every 10 weeks with report cards. Parents are able to view their child grades via Parent Portal on daily basis.

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

Staff is available by appointment before school starts and after school. Staff is communicating with parents via email, phone and notes written to parents in the students' assignment notebook, or administration request.

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

Parents are encouraged and welcomed to participate and volunteer in their children's classroom by assisting in class activities, assisting with student projects and participation in field trips. Parents work closely with school-wide events and fundraising.

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

Our parents will support their children's learning by doing the following: staying in contact with teachers, monitoring their students attendance and grades via parent portal; volunteering in school; participate in parent workshops; attend parent meetings and participate in decisions that relate to their children's education.

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 are invited to attend the LSC and PAC meetings in order to voice their ideas and opinion about instruction and curriculum.

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).

The students will improve our academic achievement and achieve the State's high standards by doing the following: studying, completing their homework and turning it in on time, asking for help when needed, reading every day outside of school time, doing extra credit, working on projects assigned by their teachers and/or self initiated, giving school notices and information to their parents, following the student code of conduct and meet classroom and school requirements

**Parent Budget**

**Complete**

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

The Parent compact will conduct various workshops throughout the year to enhance parental learning thereby; increasing student achievement. Workshops will consist of: Building Damaged relationships, Healthy Family Relationships, Communication within the family (what's the impact), Planning and goal setting, and leadership (Bringing the best out of your child)..

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 10000 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1000 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 600 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 500 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 500 .00

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53510     **Postage**  
Must be used for parent involvement programs only.

\$	100	.00
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53306     **Software**  
Must be educational and for parent use only.

\$	0	.00
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55005     **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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