



2016-2018 plan summary

Team

Name	Role	Email	Access
Ferdinand Wipachit	Principal	fwipachit@cps.edu	Has access
Margaret Mares	Assistant Principal	MMares@cps.edu	Has access
Jacinta Wong	LSC/PAC	jswong17@yahoo.com	Has access
Ana Martinez Estka	LSC/PAC	ame3026@gmail.com	Has access
Linnie Fox	LSC/PAC	linnielectrice@yahoo.com	Has access
Philip Smith	LSC/PAC	phil@pgsanda.com	Has access
Joyce Edwards	LSC/PAC	onmyon2@comcast.net	Has access
Donna Lewis	LSC/PAC	masonpac@yahoo.com	Has access
Marquita Jones	Special Education Teacher/MTSS	mojones@cps.edu	Has access
Dana Fairchild	Counselor/SQRP	dfairchild@cps.edu	Has access
Rebecca Miller	Teacher/SBG	remiller4@cps.edu	Has access
Rachel Urquhart	Teacher/EL Coordinator	rlurquhart@cps.edu	Has access
Meghan Tristano	STEM Counselor	mmtristano@cps.edu	Has access
Charles Powell	JROTC Instructor	cpowell3@cps.edu	Has access
Sandra Tobias	Librarian/PLT/MTSS/CIWP Facilitator	stobias@cps.edu	Has access
Hall TaShaunda	LSC/PAC	schaundah@gmail.com	Has access
Samuel Ferguson	Battalion Commander (Student)	sferguson3@cps.edu	Has access

Cristina Cross	LSC/PAC	cristylisa@yahoo.com	Has access
Ivy Stampley	Commandant	iystampley@cps.edu	Has access
Garret Starke	LSC/PAC	gstarke@live4biking.com	Has access
Lisbett Lee	LSC/PAC	lisbettlee@gmail.com	No Access

Team meetings

Date	Participants	Topic
01/08/2016	Wipachit, Mares, Tobias	CIWP Training
01/14/2016	ILT	CIWP Overview, SEF, Initial Score
01/20/2016	BOG/PAC	CIWP Overview & Parent Participation Score
02/08/2016	PMA Staff	CIWP Overview, SEF Teacher Survey, 7 Category Artifacts Due March 7th
02/10/2016	BOG/PAC	Followup of Draft Parent Plan- Parent Involvement Policy/Parent Compact
02/22/2016	Round 1- JROTC 9th/10th grade classes	Modified SEF survey with 7 categories related specifically to students
02/23/2016	ILT	CIWP Focus Areas
02/26/2016	BOG/PAC	Revise Draft Parent Plan
02/27/2016	Round 1- parents of 9th/10 graders at Grade Level Parent Breakfast	Parent Participation Survey; Feedback forms, and raffle
02/29/2016	Department Meeting- PMA Staff	CIWP Overview; ILT/PMA teacher comparative data form given
03/07/2016	PMA Staff	Teacher Evidence to PMA Site CIWP folder
03/14/2016	Department Meeting- PMA Staff	Comparative data forms collected from PMA staff
03/21/2016	Round 2- JROTC 11th grade classes	Modified SEF survey with 7 categories related specifically to students
03/23/2016	BOG/PAC	Complete Parent Plan- Parent Involvement Policy/Parent Compact
03/28/2016	Round 2- Parents of 11th/12 graders	Parent Participation Survey; Feedback forms

04/04/2016	Round 3- JROTC 12th grade classes	Modified SEF survey with 7 categories related specifically to students
04/06/2016	PSD (Fairchild); Curriculum (Miller); MTSS (Jones/Tobias/Botner);	Finalize 3 high priority areas
04/08/2016	ILT (Edwards); Attendance (Johnson); PSD (Fairchild); EL (Urquhart); Diverse Learners (Botner)	Finalize Goals
09/21/2016	Annual Title I Informational meeting/ State of the School address	Per CPS, to provide Title I Parent Involvement Policy, Compact, Parental Involvement Budget Plan, Guidelines and By-laws
11/02/2016	Title I PAC Organizational Meeting	Per CPS, to elect Title I Parent Advisory Council (PAC) Officers
07/13/2016	BOG Annual Organizational Meeting	Per CPS, to elect BOG Officers
07/20/2016	2016-17 School Year Budget Meeting	Per CPS, to approve the 2016-2017 School Year budget
01/26/2017	BOG/PAC	CIWP Overview & Parent Recruitment/Signup
04/20/2017	PAC Meeting	Consensus on Meeting Date to revise CIWP Parent Plan 5/25/2017
05/25/2017	CIWP Parent Meeting	Update CIWP Parent Plan

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

The evidence for the category of "Leadership and Collective Responsibility" shows that the school's vision, mission, and beliefs are shared with all stakeholders through various mediums and venues such as school Website, BOG, and parent events (orientation, grade level breakfast meetings, report card pickup, "Meet and Greet"). The principal has a "Very Strong" indicator for Program Coherence according to the 2016 5Essentials Full Report- Program Coherence (90). This is indicative of the shared vision of success at PMA and the effort of everyone to be accountable, have clarity, and set high expectations. Everyone at the same time is motivated and works together with all stakeholders to ensure student achievement and success. In addition, a SEF paper survey was given by the principal to the ILT members during an ILT meeting. The teachers were given the same SEF survey electronically through the use of a GOOGLE form. Both data were collated, put into a comparative graph, and given to the administration and ILT. The SEF survey score range for teachers is 3.43; and the SEF score range for the ILT is 3.71. The ILT made the determination that the comparative data ought to be shared with the PMA staff. A form was created with the graphed comparative data, and space was provided for teachers to draw conclusions, and establish what they believe are the priority areas for PMA. This form was shared with PMA staff during "Cycle of Three" Department meetings. Teachers were given one cycle, that is three weeks to meet, discuss, collaborate, and determine priorities. Forms were returned to the CIWP facilitator. The aforementioned process was conducted with all 17 categories.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

The evidence for the category of "Instructional Leadership Team" of the ILT Effectiveness Rubric Score and the CALL Report allowed the ILT to rate itself as Proficient. For this category, the score for teachers is 3.32; and the score for the ILT is 3.86. Several PMA Staff recommend the rotation of teachers to being part of ILT given that all PMA teachers are deemed to be highly qualified in order to ensure a continued and consistent structure for teacher leadership and school improvement. Present ILT meeting practice has written agenda and oral recap/next steps. The scores from the 2016 5Essentials Full Report indicate: Program Coherence = 90 "Very Strong"; Instructional Leadership = 83 "very strong".

Guide for Instructional Leadership Team

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

- Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

The evidence for the category of "Professional Learning" shows that all teachers are given the opportunity to share and present professional development during "Cycle of 3" throughout the course of the year. Professional development has included thus far best practices, MTSS, observations, REACH, classroom management, assessment, data analysis, and working with parents. The first presentation regarding teacher responsibility and accountability for professional development was conducted on September 2, 2015 by Mr. Claahsen and Ms. Hickman. The presentation was shared with all PMA staff. For this category, the score for teachers is 3.54; and the score for the ILT is 3.71. The scores from the 2016 5Essentials Full Report indicate: Quality Professional Development = 99 "Very Strong." This rating is indicative of buy-in on behalf of the PMA staff to build capacity, share instructional strategies, and expertise.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

The evidence for the category of "Aligned Resources" shows that PMA has a high retention rate. In addition, the PMA teacher attendance rate is 97.6 %. The administration does not solely rely upon candidate interview documents, but instead uses case study and teacher practicums. For this category, the score for teachers is 3.29; and the score for the ILT is 4. The results of the 5Essentials Full Report indicate PMA is "WELL-ORGANIZED" for improvement. This is indicative of a learning environment where increased academic achievement guides resource allocation.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

The evidence for the category of "Curriculum" shows that there exists 100% teacher participation and completion of curriculum maps, demonstrating both vertical and horizontal alignment. Moving forward, the intent is the close the loop in a team building fashion. Therefore, PMA staff will work together do conduct data analysis; curriculum development will move from a level of application to a level of synthesis and analysis, with an emphasis on observation and reflection taking a closer look at how to achieve improvement. For this category, the score for teachers is 3.36; and the score for the ILT is 3.29. The scores from the 2016 5Essentials Full Report indicate: Ambitious Instruction is "Very Strong." The four key indicators of this essential are all strong to very strong: English Instruction, Math Instruction, Academic Press, and Quality of Student Discussion.

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

The evidence for the category of "Instructional Materials" shows that valued learning outcomes are achieved at PMA through various mediums: computer labs, journalism lab, Art (MAC lab), library (with lab), Smart boards, digital cameras, text books, and online programs such as Khan Academy, TurnItIn.com, and Newslea; core classes are supplemented with instructors to help students with an IEP. Scaffolding is evident in SBG with MTSS documented in Gradebook, curriculum maps, and lesson plans. The MTSS Team works with all Tier III-IV students. For this category, the score for teachers is 3.43; and the score for the ILT is 3.14. On the 2015 SQRP, PMA's performance was better than 54% of schools nationally as indicated by the Performance Indicators for Growth on EPAS assessment series (grade 11 PLAN to ACT). PMA's "Attainment on ACT assessment (grade 11) was better than 48% if schools nationally. The 2016 5Essentials Full Report indicates "Very Strong" for the category of "Ambitious Instruction" and a "Strong" rating for "Supportive Environment".

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

There is a wealth of evidence for the category of "Rigorous Student Tasks". Teachers have posted a cross-section of student work from a variety of content areas in their individual teacher folders at the PMA CIWP Google Sites. Rigorous student work is witnessed during REACH observations, both formal and informal, ILT learning walks, and SLA walk-throughs under the direct supervision and guidance of members from the SLA. The administration makes an overt effort to randomly speak to students during REACH teacher evaluations as a check on learning. Moving forward, there exists the opportunity for more in-depth student focus groups and discussion with students regarding rigorous student tasks. For this category, the score for teachers is 3.36; and the score for the ILT is 3.43. The ratings from the 2016 5Essentials Full Report indicate: "Ambitious Instruction" is "Very Strong." The four key indicators of this essential are all "Strong" to "Very Strong": English Instruction, Math Instruction, Academic Press, and Quality of Student Discussion.

Guide for Rigorous Student Tasks

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

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

The evidence for the category of "Transitions, College & Career Access & Persistence" shows the need for improvement. There is a downward trend for the SQRP metrics of College Enrollment (56.3% to 53.4%) and College Persistence (70.5% to 57.5%). There are various factors that can be attributed as direct causes of this trend: no credit given for students enlisting in the military service, undocumented students that cannot be tracked because they lack a valid social security number, and poverty. Moving forward, this is a priority area where we will adjust our current best practice of "Cycle of 3" to a "Cycle of 4". This will include vertical and horizontal career education within the curriculum and a PMA staff mentoring program for senior cadets. As such, a more concerted effort will be made to research and focus upon solutions that target: scholarships, Bs or Better, GPA, student support systems, summer transition, and dual enrollment. For this category, the score for teachers is 3.43; and the score for the ILT is 3.43. In addition, PMA students were given the opportunity to respond to 7 of the SEF categories through a GOOGLE form. For this category, the average score for students is 3.20. The scores from the 2016 5Essentials Full Report indicate: "Supportive Environment" the "School-Wide Future Orientation" is "Strong" rating in "The school Engages All Students in Planning For Life After Graduation" (78).

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

The evidence for the category of "Instruction" shows that teachers are effective in their instruction of students. They implement a variety of instructional strategies such as higher order thinking through Bloom's Taxonomy utilizing probing questions to promote quality and extended learning. The evidence also indicates that teachers follow the cycle of "instruct-assess-adjust" with the implementation of SBG with MTSS. Moving forward, the ILT with the PMA staff will implement the following instructional strategies to ensure students' deeper understanding of knowledge: clearly defined objectives aligned to SAT/Common Core, Formative and Summative Assessment, TIA-Reading Comprehension: Central Idea/Theme and Citing Textual Evidence, Understanding by Design (UbD), Establish Learning Goals, and Peer-to-peer observations (teacher for feedback/to get ideas). For this category, the score for teachers is 3.39; and the score for the ILT is 3.14. The scores from the 2016 5Essentials Full Report indicate: "Ambitious Instruction" is "Very Strong". The four key indicators of this essential are all "Strong" to "Very Strong": English Instruction, Math Instruction, Academic Press, and Quality of Student Discussion.

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

During the 2015-2016 school year, the school instituted SBG with MTSS. The evidence for the category of "Multi-Tiered System of Support" shows that student growth and achievement for Tier II-III students is directly impacted by having a system of supports in the areas of social and emotional, academics and behavior. Furthermore, there exists both a progress monitoring system and several menus of interventions for teachers to use to support students. Teachers have flexible learning environments, and they put into practice adjustment and retake strategies that ensure students are given every opportunity to grow, excel, and achieve. Moving forward, the MTSS Team will begin the use of a referral form for teachers to seek extra support with Tier II-III students. The MTSS Team will monitor On Track student status focusing upon Cs, Ds, and Fs in order to support the Bs or Better initiative. For this category, the score for teachers is 3.46; and the score for the ILT is 3.43. The scores from the 2016 5Essentials Full Report indicate PMA is for "Ambitious Instruction" rated as "Very Strong" (82), "Collaborative Teachers" rated "Strong" (77) and "Supportive Environment" rated as "Strong" (65), because it is "Safe, Demanding, and Supportive."

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.

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

Evidence, Measures, and Standards

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

For the category of "Balanced Assessment & Grading", the evidence can be seen in the practice of SBG with MTSS. That is, the balanced assessment and grading protocols include summative, formative, and executive functions all aligned with MTSS interventions and strategies. This ensures that students are graded accordingly based upon skill mastery. Moving forward, teachers will have the opportunity to reflect upon the successes and areas of improvement in SBG with MTSS, and they will be able to share their best practices with one another. For this category, the score for teachers is 3.29; and the score for the ILT is 3.43. PMA has a shared Google Drive folder for the next school year prepared where all teachers will have a 5-week curriculum with corresponding unit assessment uploaded. The score from the 2016 5Essentials Full Report indicates PMA is for "Ambitious Instruction" rated as "Very Strong" (82).

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Score

1 2 3 4

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.

The evidence for the category of "Culture for Learning" shows at PMA a culture of high expectations for student achievement. There exists a cross-section of student learning goals in curriculum maps, lesson plans, and sample student work. AP classes are available for grades 9-12. Honor classes are available for grades 9 and 10. Therefore, all students enroll in at least 1 AP class before they graduate from PMA. The culture of learning is evident in the school's instituted practices of "Cadet of the Month" for grades 9-12, "Cadet Creed", National Honor Society, STEM program, Prepster program, assemblies that honor student achievement, and dual enrollment opportunity at the completion of the grade 10. Moving forward, PMA will focus upon the initiatives of Bs or Better and "College Going and Career Culture". The PMA MTSS team regularly implements the PSP and meets on a weekly, at times daily, basis to review data, to act upon teacher referrals, and to assist with students identified as moderately to high risk for not meeting benchmarks and learning goals. The student data evaluated includes Gradebook class percentages, PSAT scores, student attendance, and demerits. PMA MTSS Tier 1, Tier 2, and Tier 3 students receive "high-quality, differentiated instruction with targeted supports for students' academic, social and emotional, and health/wellness needs" as specified by the Chicago Public Schools MTSS Theory of Action for school year 2016-2017. Extraordinary effort is made on behalf of the PMA administration and staff to connect with each student and to identify the student's specific needs to maximize the student's understanding and learning. All students are also additionally supported with MTSS in PMA's counseling suite, library, and MTSS Resource Room 338. PMA thus provides students with a supportive learning environment where students interact with students and teachers for academic, SEL, and personal growth. PMA teachers are truly concerned about and committed to ensuring authentic student understanding, learning and growth. In addition, PMA has three distinct MTSS tracking systems- Google form/tracker- for SEL, behavior/discipline, and academics that also are available to Tier 1 and Tier 2 students. By the 30th week, PMA will have decreased the number of students receiving Tier 3 interventions to 5% or less. PMA collaborates with community partners to support students' SEL development: Peer Health Exchange at the 9th Grade, Mindful Practices at the 10th Grade), iMentor at the 11th Grade, and 5 + 1 = 20 for grades 9th - 12th. PMA is an exemplary supportive school. For this category, score for teachers is 3.39; and the score for the ILT is 3.57. In addition, PMA students were given the opportunity to respond to this category. The average score for students is 3.19. The scores from the 2016 5Essentials Full Report indicate PMA is for "Ambitious Instruction" rated as "Very Strong" (82), "Collaborative Teachers" rated "Strong" (77) and "Supportive Environment" rated as "Strong" (65).

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

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

1 2 **3** 4

From the 2016 5Essentials Full Report, PMA has an extremely high response rate for both students (98.1%) and teachers (97.0%). Furthermore, the evidence for "Relational Trust" according to the Full Report shows that PMA is considered to be "Strong" for "Collaborative Teachers" (77) and "Strong" for "Supportive Environment" (65). This year, PMA was fortunate to have members from the local community serve as Safe Passage people for our students. Moving forward, PMA will continue to improve in the areas of "Supportive Environment" and "Collaborative Teachers". For this category, the score for teachers is 3.25; and the score for the ILT is 3.43. In addition, PMA students were given the opportunity to respond to this category. The average score for students is 3.09.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

PMA is a student-led military academy, with a student-run battalion staff. In addition, the evidence for the category of "Student Voice, Engagement, & Civic Life" shows that there exist over 40 extracurricular offerings at PMA. Extracurricular activities are promoted in various ways such as PA announcements, PMA Website, flyers, and email. Students are given every opportunity to join any activity that they have an interest in so long as they are academically On Track. There is also a Student Voice Committee at PMA that is very active and works to solve any student concerns.

The 2016 5Essentials Full Report indicates for "Supportive Environment" PMA is "Strong" (65). For this category, score for teachers is 3.36; and the score for the ILT is 3.71. In addition, PMA students were given the opportunity to respond to this category. The average score for students is 3.08.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

According the 2016 5Essentials Full Report, the "Supportive Environment" is "Strong" (65). However, the specific rating for "Safety" is "Weak" (25). PMA staff and students have made concerted efforts to address safety in and around the school. School-wide best practices include the following: Cadet Creed, teachers monitoring hallways, security posted throughout the entire school day, the presence of JROTC instructors, Command Room, Dean, class leaders, and student-lead discipline. As of 12/14/2015, PMA completed the first level of the "School Climate Assessment" and advanced toward a "Supportive School Certification". As of 3/2/2016 for REACH 2c (Management of Transitions), 76% of the teachers were proficient and 12% of the teachers were distinguished; 8% were basic, and 4% were unsatisfactory. For this category, the score for teachers is 3.54; and the score for the ILT is 3.86. In addition, PMA students were given the opportunity to respond to this category. The average score for students is 3.17.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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

The evidence for the category of "Restorative Approaches to Discipline" shows that behavior reports for suspensions as of 09/08/2015 to 06/01/2016 indicate the ISS (23) by LET levels are: LET I = 2, LET II = 5, LET III = 3, and LET IV = 13. The OSS (51) for LET levels are: LET I = 10, LET II = 15, LET III = 5, and LET IV = 21. Total Demerits Given: 1271. Total Demerit incidences: 240. Average number of Demerits given per incident: 5. Number of Cadets Given Demerits: 77 for 14 % of all PMA Cadets. Percentage of Demerits given by JROTC Cadets Leaders: 100 for 41 % of Demerits given. Number of Demerits given by Teachers: 80 for 33% of all Demerits given. This data indicates a need for interventions for students in grades 10 and 12, particularly with the issue of substance abuse. A peer jury system has begun to be implemented at PMA. According to the 2016 5Essentials Full Report- PMA has a rating of "Strong" (65) for "Supportive Environment". For this category, the score for teachers is 3.11; and the score for the ILT is 3. In addition, PMA students were given the opportunity to respond to this category. The average score for students is 3.25.

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

The evidence for the category of "Parent Partnership" shows that PMA values its parent partnership and makes a wholehearted effort to nurture a strong collaborative relationship with parents. Several mediums of communication between PMA and parents are meetings in person, personal phone calls, written notes, email, text messages, ROBO calls, and PMA Website. All communication is in a multilingual format. Parents are cordially invited to all school events including: assemblies, extracurricular activities, field trips, cultural celebrations, winter and spring Arts Galas. Based upon the parent response to the SEF survey, PMA will continue to build its parent partnership in order to ensure student success and achievement. For this category, the score for teachers is 3; and the score for the ILT is 3.43. The principal gave the PMA Board of Governors (BOG) the opportunity to complete this category of the SEF in paper format. The Responses were tallied and graphed. The average score for the BOG is 3.82. PMA parents were given the opportunity to respond to this category through the use of Survey Monkey. The SEF score for the PMA parents in this category is 2.89. In addition, PMA students were given the opportunity to respond to this category. The average score for students for this category is 3.17. The 2016 5Essentials Full Report rating for "Involved Families" is "Very Strong" (83) with "Parent-Teacher Trust" being (80).

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Safety & Order

1	2	3	4	5	⊘
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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

We focus equally on instruction, SEL, and behavior. We are "well organized," according to the MVMS 5 Essentials survey. We will continue to focus on and expand upon improving parent participation, teacher collaboration, and MTSS implementation of Tier I-III interventions. For the 2017 5Essentials, the PMA Goal is to move the following two essentials from light green to dark green: Effective Leaders and Collaborative Teachers.

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

The Prepster Program in the 11th grade will add an ACT Test Pep Component (online). 2nd Semester Kaplan and Teacher facilitated test prep will target areas of deficit in Reading, Math, Science, and/or English

36.00	(Blank)	40.00	44.00
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African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We will increase our Professional Development focus on African American Learners. We will focus on root causes.

13.00	(Blank)	15.00	20.00
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Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We have meet the required benchmarks for our Hispanic learners, but we see room for growth, and we will continue to build our capacity for these learners in AP.

36.00	(Blank)	42.00	46.00
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English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We support English Learners, and we will target subject specific courses in English, Math, Science, and/or Reading based upon test data.

(Blank)	(Blank)	0.00	30.00
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Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We offer individualized services for Diverse Learners. We will target subject specific courses in English, Math, Science, and/or Reading based upon test data.

(Blank)	(Blank)	50.00	70.00
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National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

The Test Prep Program in the 11th grade will be based on BOY and MOY Testing that will produce both gains and deficits, in which we will in the 2nd Semester administer Kaplan and Teacher facilitated test prep that will target areas of deficit in Reading, Math, Science, and/or English. THESE ASSESSMENTS ARE NO LONGER APPLICABLE TO THE ASSESSMENT PROCESS AT PMA.

42.00	(Blank)	46.00	50.00
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Freshmen On-Track Rate

Our B's or better campaign will focus on MTSS tier I-III strategies, study halls, and tutoring. Curriculum Map design will focus on formative growth and summative attainment. Our best practices strategy of: reteach, redo, and retake will be implemented as part of our teach, assess, and adjust learning cycles. As of June 8, 2016, PMA has an FOT rate of 95.09. the PMA goal is to maintain or increase this rate by at least 2% for the SY 2016-2017.

82.80	91.00	93.00	95.00
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4-Year Cohort Graduation Rate

PMA will invest resources to increase the 4-Year Cohort Graduation Rate. All PMA staff together with the support of parents combined with the continued refinement of a SBG curriculum incorporating MTSS interventions and strategies will implement best practices to advance all students. PMA has a current 4-Year Cohort Graduation Rate = 90%. The PMA goal is to maintain or increase this rate by at least 3% for the SY 2016-2017.

80.70

89.20

92.00

95.00

1-Year Dropout Rate

PMA will invest resources to decrease the 1-Year Dropout Rate. All PMA staff together with the support of parents combined with the continued refinement of a SBG curriculum aligned with MTSS interventions and strategies will implement best practices to advance all students. PMA has a current 1-Year Dropout Rate of .7%. The PMA goal is to maintain or decrease this rate by .2% for the SY 2016-2017.

0.20

0.80

0.60

0.40

College Enrollment Rate

Currently, there is a downward trend for this SQRP metric. Improvement of the college enrollment rate will result from the guidance of the PLT and the implementation of "Cycle of 4", Naviance, and school-wide career integration within the curriculum. PMA has a current College Enrollment Rate of 45%. The PMA goal is to maintain or increase this rate by at least 5% for the SY 2016-2017.

56.30

53.40

55.00

60.00

College Persistence Rate

Currently, there is a downward trend for this SQRP metric. Improvement of the college persistence rate will result from the guidance of the PLT and the implementation of "Cycle of 4", alumni support network, Naviance, and school-wide career integration within the curriculum. PMA has a current College Persistence Rate of 65%. The PMA goal is to maintain or increase this rate by at least 5% for the SY 2016-2017.

70.50

57.50

60.00

65.00

Average Daily Attendance Rate

We continually build an on-going culture of academic excellence and achievement based upon the innate premise that cadets must be present in class to reach their fullest potential. With this in mind, the "Go for the Goal" (e.g. 96%) initiative, along with individual incentives such as school-wide and perfect attendance-based will be applied. This will be in conjunction with the Truancy Initiatives that include one-on-one student, parent, medical, dental, home visits, and community outreach. PMA has recorded an Average Daily Attendance Rate of greater than or equal to 95% for at least four consecutive years. The PMA goal is to maintain or increase this rate by at least 1% for the SY 2016-2017. Today, PMA is at 94.85% average daily attendance and is implementing all strategies for recovery, make-up, and continued attendance.

95.40

95.90

96.20

96.40

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

implement authentic MTSS strategies (referrals, progress monitoring, supportive services) and interventions within the classroom environment as documented by SBG

...then we see...

then we will see an increase in student growth and academic achievement

...which leads to...

increased 4-year cohort graduation rate and decreased 1-year dropout rate.

Tags:

MTSS, Attendance, Social emotional, Academic, Differentiated instruction, Parental involvement, Behavior

Area(s) of focus:

3

Action step

Responsible

Timeframe

Evidence for status

Status

Beginning September 5th, the PMA MTSS team will deliver a professional development describing the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. Professional Development will be provided to teachers during the first week of professional development and common planning. It will be embedded within the (PLC) professional learning community meetings. The staff will be trained with the MTSS process throughout the school year using a variety of methods, including but not limited to whole staff Professional Learning Communities (PLC's), grade level meetings. Members from the PMA MTSS team will attend district level trainings and will provide the information to the school to share with other team members, including faculty and staff. In addition, MTSS Team will facilitate school-wide monthly trainings on the Multi Tiered System of Supports. By week 5, all members of the faculty will be trained and have knowledge of the MTSS process. ACTION STEP: PMA Special Education Team will incorporate weekly Student Portal checks into the MTSS process to monitor progress of Tier 3 cadets receiving interventions.

Marquita Jones

Sep 5, 2016 to
Nov 11, 2016

Gradebook Week 10, MTSS Referral Form

On-Track

MTSS, Attendance, Social emotional, Academic, Parental involvement, Behavior

Beginning September 5th, 2016, the MTSS team will meet every three weeks in order to review and screen data to identify students who are moderately to high risk for not meeting benchmarks and learning goals. The student data to be evaluated will include class percentages from Gradebook, pre-assessment scores, student attendance, and demerits. By the 30th week, PMA will have decreased its amount of students receiving Tier 3 interventions to 5% or less. ACTION STEP: Each Grade/Department Level will review the "D & F" list weekly at the "Cycle of Four" meetings to identify and refer cadets in need of Tier 3 interventions.

Sandra Tobias

Sep 23, 2016 to
Sep 23, 2016

Meeting Minutes, MTSS Log, Gradebook Data, Gains, PSAT, ACT, SAT

On-Track

MTSS, Attendance, Social emotional, Academic, Parental involvement, Behavior

Beginning November 18th, 2016, The MTSS team will complete PLPs for all referred students who have not responded to individualized teacher interventions. Students with POPs will be assigned individualized tier 3 interventions that are aligned to needs identified during the data review process. POPs will be monitored weekly for a period of 3 weeks. ACTION STEP: By the 15th week, the PMA MTSS team will access and create PLPs with identified interventions to all referred students.

Marquita Jones

Nov 18, 2016 to Nov 25, 2016

referral form spreadsheet, completed PLPs, final grades, attendance contract, demerit/merit system

On-Track

MTSS, Attendance, Social emotional, Academic, Parental involvement, Behavior

ACTION STEP: Schedule Tier 3 students for 1-on-1 tutoring, counseling, and other need services, which will take place in room 338.

Sandra Tobias, Marquita Jones, Caryn Botner

Nov 28, 2016 to Dec 19, 2016

Gradebook Data, Attendance, PLPs, MTSS Schedule Log, MTSS Referral Form

On-Track

MTSS, Attendance, Social emotional, Academic, Parental involvement, Behavior

Strategy 2

If we do...

common planning of reading strategies for teachers of all subjects and professional development for SBG with MTSS

...then we see...

consistent, aligned evidence-based strategies used in all classes

...which leads to...

better student comprehension and better measurement of student learning, and, in turn, higher student growth and achievement.

Tags: Literacy/Reading, Math, Science, Curriculum Design, Social studies, Curriculum

Area(s) of focus: 2

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

ACTION STEP: Literacy lead teachers will provide at least two professional development sessions that model and explain effective reading strategies.

Literacy Lead Teachers, PMA staff

Aug 31, 2016 to Jun 16, 2017

PD schedule, presentation materials, artifacts

On-Track

Literacy/Reading, Math, Science, Curriculum Design, Social studies, Curriculum, Literacy

During the Cycle of Four Department meetings, literacy lead teachers will collaborate to develop and implement common reading strategies

Literacy Lead Teachers

Aug 31, 2016 to Jun 16, 2017

List of reading strategies

On-Track

Literacy/Reading, Math, Science, Curriculum Design, Social studies, Curriculum, Literacy

One agenda item/quarter will address effective reading strategies in every subject and grade level as identified in curriculum map/pacing calendar

All PMA staff

Sep 6, 2016 to Jun 16, 2017

Curriculum Maps, Lesson Plans, Gradebook

On-Track

Literacy/Reading, Math, Science, Curriculum Design, Social studies, Curriculum, Literacy, Lesson plans, Curriculum maps

Strategy 3

If we do...

career integration within classroom instruction and "Cycle of 4"

...then we see...

consistent guidance and an increase in awareness of post-secondary opportunities available after high school

...which leads to...

students' deeper and authentic understanding of the importance of college enrollment, college persistence, and life-long learning.

Tags:

Curriculum Design, College Access and Persistence, Climate and Culture, Curriculum, Parental involvement, 21st century skills, Transition

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

PMA Post-secondary department will provide at least one staff-wide professional development/quarter on integrating career clusters into the curriculum

D. Matz & D. Fairchild

Aug 31, 2016 to Jun 16, 2017

PD schedule, presentation materials, artifacts

On-Track

Curriculum Design, College Access and Persistence, Climate and Culture, Curriculum, 21st century skills, Transition

PMA Post-Secondary department and JROTC will provide career integration within instruction in JROTC classes at least one time/quarter

D. Matz and JROTC Instructors

Nov 15, 2016 to Nov 15, 2016

Curriculum Maps, Lesson Plans, objectives, student work

On-Track

Curriculum Design, College Access and Persistence, Climate and Culture, Curriculum, 21st century skills, Transition

PMA will continue to improve the college going and career culture by increasing the college enrollment rate as identified in the goals section of the CIWP.

D. Fairchild

Aug 31, 2016 to Jun 16, 2017

Google form log

On-Track

Curriculum Design, College Access and Persistence, Climate and Culture, Curriculum, Parental involvement, 21st century skills, Transition

Action Plan

District priority and action step

Responsible Start End Status

<p>✦ Beginning September 5th, the PMA MTSS team will deliver a professional development describing the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. Professional Development will be provided to teachers during the first week of professional development and common planning. It will be embedded within the (PLC) professional learning community meetings. The staff will be trained with the MTSS process throughout the school year using a variety of methods, including but not limited to whole staff Professional Learning Communities (PLC's), grade level meetings. Members from the PMA MTSS team will attend district level trainings and will provide the information to the school to share with other team members, including faculty and staff. In addition, MTSS Team will facilitate school-wide monthly trainings on the Multi Tiered System of Supports. By week 5, all members of the faculty will be trained and have knowledge of the MTSS process. ACTION STEP: PMA Special Education Team will incorporate weekly Student Portal checks into the MTSS process to monitor progress of Tier 3 cadets receiving interventions.</p> <p>Tags: MTSS, Attendance, Social emotional, Academic, Differentiated instruction, Parental involvement, Behavior, MTSS, Attendance, Social emotional, Academic, Parental involvement, Behavior</p>	Marquita Jones	Sep 5, 2016	Nov 11, 2016	On-Track
<p>✦ Beginning September 5th, 2016, the MTSS team will meet every three weeks in order to review and screen data to identify students who are moderately to high risk for not meeting benchmarks and learning goals. The student data to be evaluated will include class percentages from Gradebook, pre-assessment scores, student attendance, and demerits. By the 30th week, PMA will have decreased its amount of students receiving Tier 3 interventions to 5% or less. ACTION STEP: Each Grade/Department Level will review the "D & F" list weekly at the "Cycle of Four" meetings to identify and refer cadets in need of Tier 3 interventions.</p> <p>Tags: MTSS, Attendance, Social emotional, Academic, Differentiated instruction, Parental involvement, Behavior, MTSS, Attendance, Social emotional, Academic, Parental involvement, Behavior</p>	Sandra Tobias	Sep 23, 2016	Sep 23, 2016	On-Track
<p>✦ Beginning November 18th, 2016, The MTSS team will complete PLPs for all referred students who have not responded to individualized teacher interventions. Students with POPs will be assigned individualized tier 3 interventions that are aligned to needs identified during the data review process. POPs will be monitored weekly for a period of 3 weeks. ACTION STEP: By the 15th week, the PMA MTSS team will access and create PLPs with identified interventions to all referred students.</p> <p>Tags: MTSS, Attendance, Social emotional, Academic, Differentiated instruction, Parental involvement, Behavior, MTSS, Attendance, Social emotional, Academic, Parental involvement, Behavior</p>	Marquita Jones	Nov 18, 2016	Nov 25, 2016	On-Track
<p>✦ ACTION STEP: Schedule Tier 3 students for 1-on-1 tutoring, counseling, and other need services, which will take place in room 338.</p> <p>Tags: MTSS, Attendance, Social emotional, Academic, Differentiated instruction, Parental involvement, Behavior, MTSS, Attendance, Social emotional, Academic, Parental involvement, Behavior</p>	Sandra Tobias, Marquita Jones, Caryn Botner	Nov 28, 2016	Dec 19, 2016	On-Track
<p>✦ ACTION STEP: Literacy lead teachers will provide at least two professional development sessions that model and explain effective reading strategies.</p> <p>Tags: Literacy/Reading, Math, Science, Curriculum Design, Social studies, Curriculum, Literacy/Reading, Math, Science, Curriculum Design, Social studies, Curriculum, Literacy</p>	Literacy Lead Teachers, PMA staff	Aug 31, 2016	Jun 16, 2017	On-Track
<p>✦ During the Cycle of Four Department meetings, literacy lead teachers will collaborate to develop and implement common reading strategies</p> <p>Tags: Literacy/Reading, Math, Science, Curriculum Design, Social studies, Curriculum, Literacy/Reading, Math, Science, Curriculum Design, Social studies, Curriculum, Literacy</p>	Literacy Lead Teachers	Aug 31, 2016	Jun 16, 2017	On-Track
<p>✦ One agenda item/quarter will address effective reading strategies in every subject and grade level as identified in curriculum map/pacing calendar</p> <p>Tags: Literacy/Reading, Math, Science, Curriculum Design, Social studies, Curriculum, Literacy/Reading, Math, Science, Curriculum Design, Social studies, Curriculum, Literacy, Lesson plans, Curriculum maps</p>	All PMA staff	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ PMA Post-secondary department will provide at least one staff-wide professional development/quarter on integrating career clusters into the curriculum</p> <p>Tags: Curriculum Design, College Access and Persistence, Climate and Culture, Curriculum, Parental involvement, 21st century skills, Transition, Curriculum Design, College Access and Persistence, Climate and Culture, Curriculum, 21st century skills, Transition</p>	D. Matz & D. Fairchild	Aug 31, 2016	Jun 16, 2017	On-Track
<p>✦ PMA Post-Secondary department and JROTC will provide career integration within instruction in JROTC classes at least one time/quarter</p> <p>Tags: Curriculum Design, College Access and Persistence, Climate and Culture, Curriculum, Parental involvement, 21st century skills, Transition, Curriculum Design, College Access and Persistence, Climate and Culture, Curriculum, 21st century skills, Transition</p>	D. Matz and JROTC Instructors	Nov 15, 2016	Nov 15, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ PMA will continue to improve the college going and career culture by increasing the college enrollment rate as identified in the goals section of the CIWP.</p> <p>Tags: Curriculum Design, College Access and Persistence, Climate and Culture, Curriculum, Parental involvement, 21st century skills, Transition, Curriculum Design, College Access and Persistence, Climate and Culture, Curriculum, Parental involvement, 21st century skills, Transition</p>	D. Fairchild	Aug 31, 2016	Jun 16, 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.

PMA will implement a variety of methods to involve parents in the development, review, and revision of the ESSA Title I, Title I school parental involvement plan and policy, and in the process of school review and improvement. The school will continue to work with the Board of Governors (BOG) to communicate with, and increase the involvement and collaboration with parents in order to ensure greater achievement of students. Several of the methods of opportunities for parent involvement and collaboration are: monthly BOG and Parent Advisory Council (PAC) meetings; Diverse Learner Department meetings; Post-Secondary Leadership Team (PLT); JROTC events, PMA Website; chaperoning school activities/field trips; off-site meetings/training; the receipt of bilingual correspondence through Robocalls, email, and text messages; and Parent Portal training and communication.

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

PMA administration and staff will work together with the BOG and PAC to provide parents with the schedule of a list of dates for both an annual meeting at a time convenient for parents to inform them of the school's participation in NCLB, Title I requirements. Principal's Annual Title I Informational meeting was held on Wednesday, September 21, 2016, at 5:10 PM in the conference room. PMA's Title I PAC Organizational Meeting was held on Wednesday, November 2, 2016, at 5:30 PM in the conference room. Parents will also be informed of their right to be involved in the Title I programs such as Supplemental Education Services (SES). Parents will be informed about the annual meeting through bilingual correspondence that includes hard copy, Robocall, email, and text messages to them. The date and time of meetings (usually third Wednesday of the month) will be posted around the school in open areas readily visible to all. Parents will be informed of their child's progress and grade reports at a minimum every five weeks. All scheduled meetings will be prominently posted at the PMA Website.

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.

PMA will provide parents with information within the first progress report regarding its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure student's progress, and the proficiency levels students are expected to meet through: Parent "Meet-and-Greet" Night, PMA SBG with MTSS/CPS grading policy, grading information in the PMA Cadet Handbook, BOY and EOY assessments, PARCC assessments, Special Education Department information at PMA Website, and annual IEP meetings. PMA also uses Gradebook, Student Portal, and Parent Portal to deliver information regarding student progress, levels of proficiency that students are expected to meet, and all other academic grade-related information. Parents can choose to set student grade triggers delivered via email and/or text messages when student academic performance falls below the set criteria.

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.

At the request of any parent, PMA will provide opportunities for regular meetings, including PAC. PMA welcomes parental involvement and collaboration, suggestions, participation, and decisions about the education of all PMA students. PMA is committed to increase parental involvement through the allocation of funding of parental meetings in the CIWP budget. In addition, PMA provides immediate and unconditional support to the PAC and their effort to contact parents and increase parental involvement and collaboration.

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.

PMA provides assessment data reports to parents regarding the performance of their children in all areas tested as per district guidelines. The Post-Secondary Department, in conjunction with all teachers, allocates an extended period of time to share and explain the data from the assessments to the students. During the same time frame, the assessment data is shared with parents at grade level "Parent Breakfast" Meetings.

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.

PMA has 100% highly qualified faculty in all teaching positions. The State of Illinois notifies parents of teachers in positions in which they are not highly qualified. Because of the status of teacher qualifications, no parental notice is necessary at this time.

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.

PMA assists parents of participating NCLB Title I children in understanding the Illinois state's academic content and student academic achievement standards, the state, local, Network, and school level academic assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with teachers in the following ways: Post-secondary Leadership Team (PLT) analysis, interpretation, and guidance based upon assessment results; parent access to Parent Portal to monitor student progress and as a means of dialog and collaboration with teachers; PMA Website link to the Illinois State Board of Education to facilitate parent research of state academic assessment, content, and achievement standards and access the PMA Illinois Report Card; support from the Supplemental Education Services (SES) coordinators to ensure student progress and academic strategy information; PLT lead parent meetings scheduled at least annually to inform parents of Illinois state academic assessment, content and achievement standards.

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.

PMA provides information, resources, materials, and training to parents to assist them in working with their children to improve their academic achievement. PMA also allocates CIWP as budgeted to support the PAC and increase parental involvement and collaboration. PMA together with the BOG will offer training and resources regarding the more effective use of both the Parent and Student Portals to facilitate parental involvement in their child's academic achievement. As a component of the REACH Teacher Evaluation process, PMA Administration will incorporate the criteria of parental involvement and contact by teachers into the teacher evaluation rating.

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.

PMA continually educates the staff during "Cycle of 3" meetings in the value and utility of the contributions and collaboration with parents as equal partners in the education of their children. The PMA Administration incorporates parental involvement and contact by teachers to parents into the REACH Teacher Evaluation process and evaluation rating. PMA urges parental involvement and collaboration in all MTSS interventions. In addition, PMA through the leadership of the Post-secondary Department (PSD) and Post-secondary Leadership Team (PLT), hosts bilingual workshops such as the 9th Grade Parent Workshop, "Surviving PMA Freshmen Year", where all 9th grade teachers participate in an orientation for the parents of all incoming 9th graders to emphasize the importance of parental contributions in the education of their children. All PMA teachers and staff participate in the annual parent "Meet-and-Greet" night where parents have access to PMA office staff to address any specific questions. Parents then follow their child's schedule during this evening, and they have the opportunity to meet and ask questions of their child's teacher. The PSD and the PLT have also instituted mandatory bilingual parent breakfast meetings at the other grade levels, 10th - 12th, based upon the specific needs of their child within that particular grade level. Parents also have the opportunities to become active participants at PMA by attending along with teachers; events such as homecoming, NHS ceremony, cresting ceremony, honor roll assemblies, sporting events, high school investigation day, report card pickup, FAFSA completion one-on-one, senior grade final check-in, senior events, BOG, and PAC. Demonstrating both a welcoming, supportive, and nurturing environment, PMA will ensure to invite parents to all events by email, ROBO calls, and at the PMA Website.

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.

n/a

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.

PMA ensures that the information related to the school and parent programs, meetings, and other activities is sent to parents in multilingual, understandable and uniform formats, including language. Methods of informational dissemination include Parent Portal, the PMA Website, Robocalls, email, and text messages. Hard copies of progress, grade reports, meetings, and activities will be mailed to parents.

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.)

PMA will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State's student academic achievement standards with the implementation of Standards Based Grading aligned with Multi-Tiered Systems of Support (MTSS). PMA seeks to develop young people to become citizens of leadership with extraordinary character and a clear vision for success in post-secondary education at major universities, colleges, and top service academies.

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.

PMA will hold parent-teacher conferences in accordance with the CPS District Calendar. During the 2016-2107 school year, there will be two parent-teacher conferences. The first parent-teacher conference will be held in the fall on Thursday, November 10, 2016, and the second parent-teacher conference will be held in the spring on Thursday, April 20, 2017. Parents will be informed in advance of the parent-teacher conferences scheduled during the 2017-2018 school year immediately when CPS releases the 2017-2018 CPS District Calendar.

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

PMA will provide parents with reports on their children's progress over the course of the 40-week school year. Progress reports will be sent every 5 weeks, and grade reports will be sent every 10 weeks. Given the availability of CPS Parent Portal, parents can access their children's progress on a daily basis. PMA staff and teachers will work with parents to coordinate more frequent progress reports based upon the specific need of an individual student to implement MTSS interventions regarding academic, attendance, and/or behavioral issues to help ensure the successful progress of a student.

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

PMA will provide parents with access to teachers and staff by email, telephone, appointment, "Meet-and Greet" night, yearly grade-level parent breakfast meetings, follow-up senior parent meeting, and on report card pick-up days. In addition, PMA teachers and staff will readily schedule individual consultations with parents during a mutually available time.

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.

PMA welcomes parental involvement at any time. Parents are encouraged to volunteer as field trip chaperones and participate in all school functions. Parental involvement in the class instruction of their children is encouraged in the form of parent shadow observations, if necessary, or an occasional classroom visit, if the parent desires.

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

PMA parents will assist in their children's learning by continually accessing their children's current progress, grades, homework and attendance from the CPS Parent Portal. Parents can also visit PMA at any time for guidance on assisting the learning of their children. PMA teachers and staff will work with parents to help parents to support their children's learning at and transition from PMA to post-secondary college or career 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.

All PMA parents will be invited and encouraged to become members of the BOG and PAC where parents participate on a monthly basis in the decision-making process relating to the education of their children; school-wide decisions are discussed, determined, and finalized at BOG and PAC meetings. Parents are also welcomed and encouraged to set up a meeting with any teacher or staff member regarding any and all decisions related to the education of their children during a mutually agreed upon time.

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

PMA is a cadet student-lead, selective enrollment military academy where students share the responsibility for and assurance of improved student academic achievement. PMA will reward achievement through academic incentives and JROTC instruction. PMA will recognize and award students for improvement and excellence in attendance, good conduct, competition, and service. The JROTC program addresses study and organizational skills necessary for student responsibility, ownership, and self-advocacy for improved academic achievement. Student support systems will be offered through the following initiatives: access to computers and printer in the library for five days a week before school, library services with access to computers and printer available during and after school for five days a week, individual teacher study halls scheduled weekly by grade level and subject area, SES program, MTSS room, and individual assistance upon student request. Students will be encouraged to participate in various enrichment programs that lead to students' shared responsibility and assurance of improved academic achievement.

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 administration champion parental involvement and empower the BOG and PAC to work with all PMA parents and determine goals, establish a timeline of activities, and determine training topics that will assist all parents with increasing the academic achievement of their children.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2256 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 752 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00

54505 **Admission and Registration Fees, Subscriptions and memberships**

\$	273	.00
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For Parents use only.

54205 **Travel**

\$	752	.00
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Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

54565 **Reimbursements**

\$	0	.00
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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.

53510 **Postage**

\$	0	.00
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Must be used for parent involvement programs only.

53306 **Software**

\$	0	.00
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Must be educational and for parent use only.

55005 **Furniture and Equipment**

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