



South Shore Intl College Prep High School (/school-plans/625) / Plan summary

2016-2018 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

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every student.

Teachers Share A Strong Sense Of Responsibility for Student Development, School Improvement, and Professional Growth, but scored (weak) as a school on 5 essentials survey in teacher influence.

5 Essentials Evidence: Program Coherence (59 - Neutral), Teacher-Principal Trust (47 - Neutral), Teacher Influence (31 - Weak)

ILT works to develop a shared vision for all students with regard to the school's Targeted Instruction Area. Some department chair members share and help to implement this vision in their department meetings and planning.

The Instructional Support Team (IBDP Coordinator, IBMYP Coordinator, AP Coordinator, and Curriculum Coordinator) collaborates to align and sustain the instructional program through vertical alignment planning and regular team meetings.

School-based professional development is consistent and targeted. It is also aligned to the REACH Framework and the Targeted Instructional Area.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

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- Regularly scheduled meetings
- All departments (all core, elective classes and diverse learner) invited to participate, nearly all department representatives attend regularly.
- Data analysis is consistent and ongoing through school-wide learning walks, looking at student work, and evaluating teacher created assessments
- Next steps for departments are based on data findings
- Quarterly Professional Learning Cycles
- 1 Learning Walk Per Quarter
- Student Work Evaluation takes place in the ILT meetings as well as in department meetings
- Network for College Success Professional Development
- Network for College Success Coaching

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

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- Professional Development Calendar, professional learning cycles, safe practice and peer feedback
- Schedule in place for ongoing PD and collaboration
- Professional development sessions introduce strategies then provide time to engage in protocols with feedback from peers.
- Strategies/protocols brought back to department meetings for further implementation and refining
- Teacher consistently evaluate TIA Assessment and Learning Walk data to determine the next steps for the next Professional Learning Cycle
- Staff provides feedback on professional learning cycle and professional development topics; PD team revises plans based on staff feedback
- Administration and Instructional Leadership Team encourages staff to take advantages of professional learning opportunities outside of the school (IB workshops, AP workshops, Union Reach Framework Workshops, teacher research professional development)
- Peer observations and safe practice are incorporated in the quarterly professional learning cycles and as a result, a teacher can be visited and given feedback on instruction up to 8 times per year
- Teachers use 10 week professional learning cycles to refine their practices through safe practice and peer feedback
- Curriculum lead and IB coordinators collaborate to provide mentoring and feedback to struggling teachers
- New teachers are assignment mentors
- Teacher Rated Collaborative Practices as Strong on 5 Essentials Survey

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

Score

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.

- Late Start Wednesday designed for 55 minutes professional development sessions twice a month
- Common planning for all departments
- Utilize principal directed times for curriculum meetings with the Instruction Support Team
- Hiring team has a structured process for hiring new teacher candidates
- UMOJA Student Development Corporation manages Peace Room
- Weekly Team Meetings with Case Management Team: Social Worker, Case Manager, Nurse, Psychologist
- Teacher Mentor Program for new to the profession and teachers who are new to the school
- Teacher Leadership opportunities through ILT, Success Teams, Department Leads, and Course Leads
- Teacher Led professional development sessions
- Over 95% teacher retention rate
- Partnership with NCS

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	<ul style="list-style-type: none"> ✓ 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	<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"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

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

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IB Teacher team meetings facilitated by IB Diploma Program coordinator and IBMYP program coordinator to align and refine units and assessments
 4 Year Curriculum Map that's vertically aligned for each department
 Each course team is horizontally aligned
 Teacher meet every two weeks to discuss unit plans with IB Coordinators
 Every two weeks IBDP teachers present exemplar lessons
 Every 5 weeks, IBDP teachers review best practices and attempt to implement social and emotional strategies
 Interdisciplinary Units in IBMYP courses
 College Board aligned AP courses
 Students are exposed to informational texts in all content areas
 Big ideas and essential questions are present in all units via vertical/horizontal alignment
 AP/IB Curriculum Aligned to Rigorous Standards
 Professional Development- ATL Skills for Teachers and Students
 Senior Seminar
 Freshmen and Sophomore Success Team
 AP and IB Training for Teachers
 MYP Alignment to DP/AP
 Highly modified curriculum implemented for Diverse Learners, including vocational and independent functioning skills.
 24 teachers have been trained in their subject for IBMYP
 Unit plans are aligned to IBMYP criteria, ATL skills, Conceptual Learning in the 9th and 10th grades

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=&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)

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According to the 5 Essentials Survey, 32% of teachers believe that have a great deal of influence on determining books and other materials for their courses while 47% say they have a great deal of influence

- IBDP has a goal of 4 or higher for all subjects
- Teachers regularly scaffold instruction to meet student needs
- All DP teachers provide multiple opportunities for formative practice before summative
- Teachers adjust lessons based on student achievement
- DO teachers and students use Chromebooks and other technology including all Google platforms
- All teachers have access to the school's 5 computer labs and library resources for instructional resources
- Teachers are trained to use a variety of online databases including Safari Montague, Questia, and CPS online database systems; some students use these databases as well
- All teachers have and use laptops, LCD projector, and Elmo during instruction
- IBDP team meets every 5 weeks to analyze gaps in curriculum
- For summative tasks, students have a choice in the questions, delivery or communication method, and of the topic

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	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. 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)

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Consistent student work evaluation in IB Teacher Team Meeting and in Flex-Day Professional Development Sessions; some ILT meetings targeted LASW but focused on mostly designed student work that aligns to the TIA. Professional development targeted at aligning formative assessments to the summative and giving students specific and actionable feedback toward the summative. Managebac Feedback evaluation on assessments as well as teacher teams reflecting on assessment design. Quarterly Professional Learning Cycles which include looking at student work and calibration in department meetings. Student calibration in some classrooms. TIA focused on students making claims and defending them through the use evidence. Teacher created formative and summative assessments aligned to TIA. Students report "academic press" as strong on 5 Essentials. Teachers use data to inform their instruction and push students. Peer Learning Walks. IBMYP summative assessments are calibrated among subject groups. IBMYP summative assessments are aligned to statements of inquiry and IBMYP criteria in most classes. IBMYP teachers align formative assessments to summative assessments so that students have multiple practice attempts towards mastery.

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)

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- 2 week Freshmen Orientation & Connection Program coordinated by counseling office and freshmen success team lead/staff.
- Freshman Success Team supports freshmen students around behavioral expectations, attendance trends, and grades earned. Team meets twice a month to plan and implement grade level specific initiatives.
- Sophomore Success Team consists of grade level teachers who are supported by a lead. Teachers work to provide academic supports for students.
- Junior & Senior Success Team provides targeted support to students via meetings with members of the counseling team, town hall meetings, and monthly visits to classrooms.
- MTSS Team brings together school staff to work toward positive student outcomes to ensure academic success.
- 582 students have participated in a school facilitated college fair.
- According to the 5 Essentials Survey 87% of students feel that teachers make sure that all students are planning for life after graduation.
- Annual Business Academy professional competitions & the HOSA Conference participation exposes students to various professions in the medical and business fields.
- Parent engagement through Back to School Night and Report Card Pick Up in order to increase parent awareness of resources such as Naviance and Managbac

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	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

- 9th/10th Grade students are able to articulate IB Criterion for all subject areas
- Teachers build units around experiential topics so that student are able to learn the content using their own interests and experiences
- ILT Learning Walks Data shows that students are actively engaged in collaborative tasks
- Teachers and some students use academic language to deliver content
- ILT Learning Walk and REACH Evaluations suggest that there is consistent evidence of teachers using a wide range of questioning techniques during instruction
- Teachers use more protocols to stimulate student discussion and integrate skills learned from professional development sessions
- Teachers practice using a variety of questioning and discussion techniques
- Learning Walk Data demonstrates growth in teachers' ability to ask a variety of high and low level questioning
- Learning walk data shows strength in teachers' ability to promote equity of voice

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

Data cycles, department review of data with administration, Freshmen Success Team, Sophomore Success Team meets with students who are behind, on track rates are above 95% for freshmen and sophomores, PD Flex-Day calendar includes quarterly reflection on student data, common culture around grading, counselor monitored grading, re-take policies regarding grading, BAG (Behavior, Attendance, Grades) Reports, Student centered protocols for Flex-Day Professional Development, ManageBac Feedback for mastery, transparency of what mastery is (AP, IB), student watch lists distributed through MTSS, Freshmen Success Team and Sophomore Success Team Interventions, Attendance Conferences, Home Visits, Bus Cards

Tier 2 and 3 Behaviors: MTSS Meetings, distribute data for intervention every 5 weeks

PLP- Utilize The University of Chicago's Risk and Opportunity list to be proactive, Coleman (Freshmen Success Team Leader) regularly updates PLPs

Communication to Parents: Robo Calls for tardies, 5 and 10 day letters, teacher call logs, parent conference for attendance, FTS and STS communicate w/parents, call logs for MTSS team members, Parent University for ManageBac and Post Secondary

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

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.

1 2 3 4

MTSS Data Deck Meetings to evaluate student progress on IBMYP Criterion
 Common Assessment System for Grading and Feedback for IBDP, MYP courses
 Common Weighting Systems across all courses
 FST, SST responds to academic needs of students based on 5 week data deck
 Teacher create formative and summative assessments aligned to IB criteria and school's TIA
 FST, SST organizes students in to Tiers based on their academic performance and provide a wide range of supports
 ILT uses TIA Assessment Data to measure student progress toward the TIA
 Common assessments among course teams
 Common assessment framework among departments
 Assessments are both vertically and horizontally aligned based on the expectations for each course and grade level
 Diverse learners are included in assessment framework including the TIA assessment
 Clear school-wide grading policy
 IBMYP and IBDP grades are checked for accuracy
 Teachers have unpacked IBMYP criteria and bench-marked success by course team and grade level

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.

- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Growth Mindset Professional development, Turn it In, Questia, Managbac and Feedback Professional Development, BAG Reports shared with students and discussed during success team meetings, Flex-Day Professional Development targeting the use of protocols, IBMY/DP students can articulate course criteria, success teams discuss and implement plans related to student attendance including attendance incentives (out of uniform day for class with the lowest amount of tardies), attendance coordinator makes phone calls home and house visits regarding attendance, success team meetings target attendance, NCS visitors commented on positive school culture in the halls and in the classrooms during classroom visits, standards based grading with an emphasis on progress and not grades, students engage in reflections on units via teacher-created surveys, all 10th graders complete personal projects, student awards ceremony for each grade level for each semester, sophomore half-cap ceremony, junior pinning, freshmen rites of passage, teachers trained to provide feedback and teachers are given feedback on their feedback to students via school-wide learning walks and ManageBac feedback audits.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual**

student.

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

- Teacher-Principal Trust as Strong on 5 Essentials Survey
- Teacher to Teacher Trust scored as Weak on 5 Essentials Survey
- Students trust their teachers according to 5 essentials Survey
- On 5 Essentials Survey, parents indicate that their voice is included in the decision making at the school
- 74% of students feel that teachers treat them with respect
- PEACE offers strategies to support healthy interactions among students and staff
- MTSS provides support to teachers and students with building trust and developing positive relationships
- Sophomore Success Team and Freshmen Success Teams are designed to target relationships among students and staff
- Students engage in annual school-wide community service projects sponsored by staff members
- Diverse Learners are smoothly integrated into the "general" learning population
- Professional Development sessions target protocols to increase equity of voice among students and staff
- Protocols are sometimes student led
- Teachers support each other during leaves of absence, etc.
- Many new teachers have mentors

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	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

-Student government
 -Student selected LSC representative
 -Student voice committee
 -Student Success Teams
 -Student Surveys
 -Protocol for extra-curricular 6 students and a sponsor
 -Art Club, Music, National Honor Society, Student-Created Beta Club, HOSA,
 5 Essentials Survey, student response rate is 81%
 -Students serve as active members of the Local School Council and were actively involved in the principal selection process
 -Students nominate and vote on each other for various roles throughout different organizations including Student Government, Beta Club, and National Honor Society

Guide for Student Voice, Engagement, & Civic Life

Students...

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
Measures	✓ MVMS Student Survey completion rates and results
	✓ Five Essentials – 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

Through through the school's Peace Room, Success Teams, and security systems, SSICP provides both emotional and intellectual safety among students. The MTSS regularly evaluates data regarding school safety via 5 Essentials Survey, Peace Room conflict/resolution data to make improvements to the school's safety and order. Some teachers remain in the hall during the passing periods and there is a security officer on each floor along with 3 off duty police officers rotating schedules throughout the day. Additionally, outside of the school, Safe Passage maintains a physical presence and reports any unusual behaviors among students or within the community. Teacher also learn and use cooperative learning protocols to teacher students how to engage in discussion about various content and socially related topics. The MTSS and Student Success teams use a school-based student tracker to track student's behavior with follow-up from a security staff, counselor, Peace Room member, or counselor. All students have engaged in bus evacuation drills, and teachers have completing emergency training. To secure a smooth transition between classes, there is a warning tardy bell that gives students a 1 minute warning that they will be tardy for class. Also, a significant amount of teachers are either proficient or distinguished in their ability to manage transitions in class.

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.

Teachers establish routines and procedures during the first week of school. Teachers contact parent parents with positive behavior We engage parents as partners by holding various events and communication through ManageBac, Remind, the school's website, and other means of communication. There are Success Teams designed for both and 9th and 10th graders. Each Success Team has a lead who focuses on discussing and implementing restorative approaches to students' behavior, grades, and attendance. Teacher must document at least interventions before an issues regarding behavior, attendance, or grades is escalated to the MTSS team.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	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

PAC is active and regularly provides a report on progress during the monthly LSC meetings
 Parent response rate was high and parents marked their involvement as STRONG on the 5 essentials survey
 Parents consistently volunteer for school based activities and field trips
 Parent hold annual breakfast for teachers during teacher appreciation week
 Parent University topics are lead by parents and sponsored by the PAC and other parent led organizations
 5 Essentials Report marked as STRONG for parent involvement in school decision making

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	☐ 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 ☐ 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 ☐ 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐

4 Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Culture for Learning

1 2 3 4 5

Goals

Required metrics (Highschool)

1 of 13 complete

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

My Voice, My School 5 Essentials Survey

Our goal is to have at least 75% completion rate for teachers and students; 30% completion rate for parents.

(Blank)

(Blank)

(Blank)

(Blank)

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

N/A

10.00

(Blank)

10.00

(Blank)

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

N/A

13.00

(Blank)

13.00

(Blank)

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

N/A

(Blank)

(Blank)

0.00

(Blank)

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

N/A

(Blank)

(Blank)

0.00

(Blank)

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

N/A

10.00

(Blank)

10.00

(Blank)

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

N/A

24.00

(Blank)

24.00

(Blank)

Freshmen On-Track Rate

Will will maintain a standard of excellence with Freshman On-Track by continuing to implement Criterion-based Grading aligned to MYP IB Learning Objectives along with the philosophy of a Growth Mindset

91.80

98.50

98.00

(Blank)

4-Year Cohort Graduation Rate

(Blank)

(Blank)

69.60

80.00

(Blank)

1-Year Dropout Rate

(Blank)

1.10

0.90

0.90

(Blank)

College Enrollment Rate

N/A

(Blank)

(Blank)

0.00

(Blank)

College Persistence Rate

N/A	(Blank)	(Blank)	0.00	(Blank)
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Average Daily Attendance Rate

(Blank)	90.60	89.10	90.00	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Through our partnership with University of Chicago's Network for College Success and our training with Targeted Leadership, we build our PLC. The PLC encompasses the formation of an ILT, collaboration of teacher teams, professional readings, data analysis, learning walks and safe practice. There are three rounds of the professional learning cycle. Each round is lead by data analysis that guides our adjustments in teacher practice and curriculum to impact student learning of CCSS standards and growth attainment in College Readiness.

Effective Implementation of Professional Learning Cycle (PLC) that are facilitated by our Instructional Leadership Team (ILT) focused on the development, implementation and effectiveness of the Targeted Instructional Area (TIA). Out of the TIA, the ILT will facilitate the identification of research-based powerful practices that will be implemented in order to improve student success and growth on college entrance exams.

maintained Freshmen and Sophomore on-track rates above 95%, improvement in student performance on college entrance exams, and increased number of students with GPAs that are 3.0 or better.

Tags:

Professional Learning, Instructional Coaching, Professional development, Assessments, Academic expectations, Academic learning, Analysis of data, progress monitoring, rit instruction, small group instruction, Learning walks, Coaching support, Classroom observations

Area(s) of focus:

1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Professional Learning Cycle 1	ILT	Aug 29, 2016 to Nov 1, 2016	Learning Walk Data, TIA Assessment Data	Not started

Professional learning cycles

Professional Learning Cycle 2	ILT	Nov 1, 2016 to Feb 3, 2017	Learning Walk Data, TIA Assessment Data	Not started
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Professional learning cycles

Professional Learning Cycle 3	ILT	Feb 3, 2017 to Jun 2, 2017	Learning Walk Data, TIA Assessment Data	Not started
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Professional learning cycles

Common Assessments	Teacher Collaboration Teams	Aug 26, 2016 to Jun 16, 2017	Common Assessment Data	Not started
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Common assessments

Leadership professional development through ILT Institute and Facilitator's Leadership Collaborative with the Network for College Success

ILT, Teacher Leaders

Aug 26, 2016 to Jun 23, 2017

Teachers to return to use protocols to facilitate department meetings; teachers take on leadership roles for peer mentoring

Not started

Shared leadership

Strategy 2

If we do...

Through our partnership with Umoja Students Development, we will focus on restorative justice practices as a way to build school culture and ensure a peaceful school climate. A dedicated UMOJA staff member, dean, and care team (nurse, social worker, and psychologist) will collaborate to address social-emotional and behavioral issues that arise positive interventions. We have formed freshman and sophomore success teams who track data associated with grades, attendance and behavior to develop strategies and interventions to improve student outcomes in these areas.

...then we see...

increased staff use of positive behavioral, attendance, and grade interventions.

...which leads to...

improved student capacity to make positive and appropriate decisions, which will decrease the number of suspensions. This will in turn increase the attendance rate and instructional time so that there is a decrease in the drop out rate leading to high school graduation and college acceptance

Tags:

Attendance, School climate, Shared leadership, Student development, Success team, Crisis intervention, Grade interventions

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
MYP Success Team Monthly Meetings	9th and 10th grade Academic Performance Indicators	Aug 26, 2016 to Jun 16, 2017	Increase in attendance rates, increase in GPAs with B's or better, 95% on track rate or better	Not started

Interventions, Freshman on-track

Monthly MTSS meetings	MTSS Lead, Umoja Staff Member, Crisis Team, Success Team Leads	Aug 26, 2016 to Jun 16, 2017	Increase in the use of positive behavioral interventions, decrease in student referrals and suspensions	Not started
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MTSS, Interventions, Academic mtss

Implement and distribute data deck cycles; facilitate data conversations with administration	MTSS Lead	Aug 26, 2016 to Jun 16, 2017	5 week Data Cycles, Analysis of Data in Success Team Meetings and Department Meetings	Not started
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Interventions, Data analysis, Data tracking

Peace room to promote restorative justice and restore relationships among students and staff	UMOJA Staff member	Aug 26, 2016 to Jun 16, 2017	Decrease in the amount of suspensions, decrease in the number of student referrals, increased use on positive behavior interventions among staff members	Not started
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Interventions, School climate, Behavior supports;

Upper Class Success Team Monthly Meetings	11th and 12th grade performance indicators	Aug 26, 2016 to Jun 16, 2017	Increase in attendance rates, increase in GPAs with B's or better, 95% on track rate or better	Not started
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Strategy 3

If we do...

Through our Partnership with the University of Chicago, we were instrumental in the action research of the Potholes to Success Report, and use that information to build a college going culture around college access, GPA and ACT. Our rigorous curriculum is designed to impact and increase student gains on ACT. We have a Post-Secondary Leadership Team that includes two dedicated post secondary specialists, IB/CTE Coordinators, parents and community partners who are responsible for college exposure planning, application completion, FAFSA and scholarship acquisition.

...then we see...

students experience a curriculum that immerses an individual in a rich and safe environment to obtain awareness of foreign cultures through language, studies, and interactive field experiences. Our expectation is that students obtain and apply skills necessary for college preparedness, global citizenship, and medical health careers both domestic and abroad.

...which leads to...

100% FAFSA submission; scholarship acquisition, increase in GPA and ACT scores, increase in the number of students who enroll and graduate from college.

Tags:
Post secondary supports

Area(s) of focus:
2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Workshops for parents, students, and community	Post Secondary Leadership Team	Aug 26, 2016 to Jun 23, 2017	(Blank)	Behind

Fafsa, Scholarship

College exposure through college fairs, college recruiters, and college students	Post Secondary Leadership Team	Aug 26, 2016 to Jun 23, 2017	(Blank)	Behind
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College Access and Persistence

Student and Teacher Naviance support	Post Secondary Leadership Team	Aug 26, 2016 to Jun 23, 2017	(Blank)	Behind
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College enrollment

South Shore International Alumni Day	Post Secondary Leadership Team	Aug 26, 2016 to Jun 23, 2017	(Blank)	Behind
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College Access and Persistence

Professional development for Post Secondary Leadership Team	Principal, Post Secondary Leadership Team	Aug 26, 2016 to Jun 23, 2017	(Blank)	Behind
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Professional development

Student development targeting college and career	Umoja Student Development, Post Secondary Leadership	Aug 26, 2016 to Jun 23, 2017	(Blank)	Behind
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Post secondary, Student development

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>+ Professional Learning Cycle 1</p> <p>Tags: Professional Learning, Instructional Coaching, Professional development, Assessments, Academic expectations, Academic learning, Analysis of data, progress monitoring, rit instruction, small group instruction, Learning walks, Coaching support, Classroom observations, Professional learning cycles</p>	ILT	Aug 29, 2016	Nov 1, 2016	Not started
<p>+ Professional Learning Cycle 2</p> <p>Tags: Professional Learning, Instructional Coaching, Professional development, Assessments, Academic expectations, Academic learning, Analysis of data, progress monitoring, rit instruction, small group instruction, Learning walks, Coaching support, Classroom observations, Professional learning cycles</p>	ILT	Nov 1, 2016	Feb 3, 2017	Not started
<p>+ Professional Learning Cycle 3</p> <p>Tags: Professional Learning, Instructional Coaching, Professional development, Assessments, Academic expectations, Academic learning, Analysis of data, progress monitoring, rit instruction, small group instruction, Learning walks, Coaching support, Classroom observations, Professional learning cycles</p>	ILT	Feb 3, 2017	Jun 2, 2017	Not started
<p>+ Common Assessments</p> <p>Tags: Professional Learning, Instructional Coaching, Professional development, Assessments, Academic expectations, Academic learning, Analysis of data, progress monitoring, rit instruction, small group instruction, Learning walks, Coaching support, Classroom observations, Common assessments</p>	Teacher Collaboration Teams	Aug 26, 2016	Jun 16, 2017	Not started
<p>+ Leadership professional development through ILT Institute and Facilitator's Leadership Collaborative with the Network for College Success</p> <p>Tags: Professional Learning, Instructional Coaching, Professional development, Assessments, Academic expectations, Academic learning, Analysis of data, progress monitoring, rit instruction, small group instruction, Learning walks, Coaching support, Classroom observations, Shared leadership</p>	ILT, Teacher Leaders	Aug 26, 2016	Jun 23, 2017	Not started
<p>+ MYP Success Team Monthly Meetings</p> <p>Tags: Attendance, School climate, Shared leadership, Student development, Success team, Crisis intervention, Grade interventions, Interventions, Freshman on-track</p>	9th and 10th grade Academic Performance Indicators	Aug 26, 2016	Jun 16, 2017	Not started
<p>+ Monthly MTSS meetings</p> <p>Tags: Attendance, School climate, Shared leadership, Student development, Success team, Crisis intervention, Grade interventions, MTSS, Interventions, Academic mtss</p>	MTSS Lead, Umoja Staff Member, Crisis Team, Success Team Leads	Aug 26, 2016	Jun 16, 2017	Not started
<p>+ Implement and distribute data deck cycles; facilitate data conversations with administration</p> <p>Tags: Attendance, School climate, Shared leadership, Student development, Success team, Crisis intervention, Grade interventions, Interventions, Data analysis, Data tracking</p>	MTSS Lead	Aug 26, 2016	Jun 16, 2017	Not started
<p>+ Peace room to promote restorative justice and restore relationships among students and staff</p> <p>Tags: Attendance, School climate, Shared leadership, Student development, Success team, Crisis intervention, Grade interventions, Interventions, School climate, Behavior supports;</p>	UMOJA Staff member	Aug 26, 2016	Jun 16, 2017	Not started
<p>+ Upper Class Success Team Monthly Meetings</p> <p>Tags: Attendance, School climate, Shared leadership, Student development, Success team, Crisis intervention, Grade interventions</p>	11th and 12th grade performance indicators	Aug 26, 2016	Jun 16, 2017	Not started
<p>+ Workshops for parents, students, and community</p> <p>Tags: Post secondary supports, Fafsa, Scholarship</p>	Post Secondary Leadership Team	Aug 26, 2016	Jun 23, 2017	Behind
<p>+ College exposure through college fairs, college recruiters, and college students</p> <p>Tags: Post secondary supports, College Access and Persistence</p>	Post Secondary Leadership Team	Aug 26, 2016	Jun 23, 2017	Behind

District priority and action step	Responsible	Start	End	Status
+ Student and Teacher Naviance support Tags: Post secondary supports, College enrollment	Post Secondary Leadership Team	Aug 26, 2016	Jun 23, 2017	Behind
+ South Shore International Alumni Day Tags: Post secondary supports, College Access and Persistence	Post Secondary Leadership Team	Aug 26, 2016	Jun 23, 2017	Behind
+ Professional development for Post Secondary Leadership Team Tags: Post secondary supports, Professional development	Principal, Post Secondary Leadership Team	Aug 26, 2016	Jun 23, 2017	Behind
+ Student development targeting college and career Tags: Post secondary supports, Post secondary, Student development	Umoja Student Development, Post Secondary Leadership	Aug 26, 2016	Jun 23, 2017	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in

the process of school review and improvement. Please describe how this will be accomplished.

The school will host monthly/bi monthly parent advisory council meetings where parents will review the plan and policy, review the school improvement goals.

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

The Annual Title I Informational meeting, facilitated by the principal, will be held on Monday October 31, 2016 at 5pm in the school cafeteria.
The Title I PAC Organizational meeting, facilitated by the principal, will be held on Monday October 21, 2016 at 5:30pm in the school cafeteria.
Parents will be informed via robo call, website posting, and posting of meeting notice and agenda at the school.

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.

During the Title I Annual meeting, the principal presented the CIWP and other components related to the school's budget. The principal also delivered the State of the School Address to parents, students, staff, and community at the annual Back to School Night. In addition, the State of the School Address has been posted on the school's website.

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.

Parents Advisory will host monthly/bi-monthly meetings to provide opportunities for discussion and Q and A on topics related to improving student performance and support. Parents will have the opportunity to submit concerns in writing and verbally prior to, at, and after these meetings.

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.

School will mail test and exam reports in a timely manner for each standardized test, school will train parents and students how to access data from state assessments via CIM, and when appropriate, deliver test results to students by hand.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

The school will notify parents of teachers who are not "highly qualified" by mailing the district communication upon receipt.

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.

School will host a series of parent university where we train parents in IBMYP/DP program's curriculum, assessment, and instructional practice as aligned to the state's standards and outcomes. School will also provide parents with reports that communicate students' progress on state standards and schools.

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.

School will host a series of parent university where we train parents in IBMYP/DP program's curriculum, assessment, and instructional practice as aligned to the state's standards and outcomes. School will also provide parents with reports that communicate students' progress on state standards and schools.

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.

Staff is required to respond to parent's concern, communicate with parents by phone and in person, participate in parent-teacher conferences, provide students feedback in ManageBac, communicate with parent in ManageBac, and provide parents with support at the parent university.

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.

School will host a series of parent university where we train parents in IBMYP/DP program's curriculum, assessment, and instructional practice as aligned to the state's standards and outcomes. School will also coordinate activities for parents in cooperation with Community Schools Initiative.

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.

School will communicate with parents via robo calls, email, school website, text messages and mailings.

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.)

In partnership with parents, staff and the world community, South Shore International College Prep students will experience a curriculum that immerses an individual in a rich and safe environment to obtain awareness of foreign cultures through language, studies, and interactive field experiences. Our expectation is that students obtain and apply skills necessary for college preparedness, global citizenship, and medical health careers both domestic and abroad. The school will provide high quality instruction, assessment, curricular alignment and mapping to International Baccalaureate Criterion, Advanced Placement Skills and SAT Standards.

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.

The school will hold parent teacher conferences twice during the school year on the dates designated by the district: November 10, 2016 and April 20, 2017. All teachers will be available to conference from 11:00 AM-6:30 PM.

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

The school will provide parents with 5 wk reports of student progress via the district provided Gradebook program, ManageBac, as well as through the BAG Reports which outline student behavior, attendance, and grades.

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

The school provides access for staff in person by appointment during teacher preparation periods, before and after school, as well as via phone and ManageBac. Staff is also available for conferencing with parents during scheduled Report Card Pick-up days.

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

Parents have the opportunity to volunteer for school field trips, sporting events, and school related off-site activities throughout the school year. Parents may have the opportunity to observe classroom activities at the request of the teacher or by making an appointment.

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

Parents will monitor student progress and feedback through ManageBac and Gradebook. Parents will also read through student 5wk BAG Reports provided by the school and assist students in meeting deadlines for work submission.

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

Parents Advisory will host monthly/bi-monthly meetings to provide opportunities for discussion and Q and A on topics related to improving student performance and support. Parents will have the opportunity to submit concerns in writing and verbally prior to, at, and after these meetings. The Local School Council will also host meetings that allow for parent participation in the decision-making at the school.

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

The school will provide students with 5 wk reports of their progress via the district provided Gradebook program, ManageBac, as well as through the BAG Reports which outline student behavior, attendance, and grades. Students will monitor their own grades through these avenues and create action plans for areas of improvement.

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.

Empower parents with the tools they need to provide support for their scholar to be academically and emotionally successful.
 Increase parent awareness of the obstacles that you encounter in high school.
 Improve communication between parents and students in school.
 Provide an understanding of the requirements for college preparedness and career success.

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.	\$ 338 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 846 .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)	\$ 846 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 507 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 846 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0 .00