



Marquette Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/21/2018	CIWP Team: All of the above except Henderson and Hernandez	CIWP Orientation
03/12/2018	CIWP Team: All of the above except Henderson and Hernandez	CIWP School Excellence Framework
03/21/2018	CIWP Team: All of the above	CIWP School Excellence Framework
04/09/2018	CIWP Team: All of the above	CIWP School Excellence Framework & Parent Plan
04/16/2018	CIWP Team: All of the above	CIWP Strategies & Parent Compact
04/23/2018	CIWP Team: All of the above	CIWP Goals & Parent Budget

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Leadership has a school vision:

At the Marquette School of Excellence, we are committed to providing all students access to a high-quality education that embraces and enhances intercultural understanding and respect. By establishing an inclusive Marquette School community, we will build trust, provide support, and promote life-long learning and success for all students, families, and staff. We believe that every child, every day will exemplify: Scholarship, Leadership, and Stewardship!

Our leadership works to help stakeholders to understand our initiatives and priorities through parent presentations, the family newsletter, and the use of promotional materials (pamphlets, canvassing).

Our Five Essentials data shows our school to be well organized for effective leadership.

Our leadership uses school data to assess the current state of school performance and develop CIWP

Our leadership implements data-driven decision making and data-driven instruction

Our leadership utilizes the CPS framework for teaching to help guide instructional priorities (e.g. the IP of habits of discussion is aligned with REACH framework domain 3b).

Our leadership prioritizes the teaching of challenging content, the development of rigor in teaching practices and engaging students in learning as demonstrated in our instructional priorities and the development of year-long scope & sequence for professional development to support these instructional priorities.

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.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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The ILT is comprised of twelve staff members that range from administration, primary to middle school teachers with a variety of experiences and professional expertise. Bi-weekly the ILT meets using the school's vision, goals, and instructional priorities to guide the agenda. The ILT vision is the commitment to providing students with a rigorous education that will enable them to be self-motivated, independent lifelong learners, who are leaders impacting change for themselves, their families, and their communities. The ILT holds a unified responsibility to implement the 4 step problem-solving process, analyze data, and lead professional development to drive towards successful implementation of our instructional priorities. The structured of the meetings are centered around the vision, which is evident in the agendas, norms, and protocols. The ILT shares the responsibility for improving teaching and learning by leading professional development and employing best practices using relevant data. MTSS is another team that leads instructional strategies engaging teacher in best intervention practices. This team meets regularly, twice per month, and their are strong protocols in place for these meetings including agendas, meeting notes, and meeting norms.

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
MTSS Framework	Shared Leadership, Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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The Instructional Leadership Team meets during the summer to identify school wide instructional priorities based on the previous school year's data. Using the Instructional Priorities, the team develops the entire year's professional development calendar. This includes Summer Mustang University, Bi-weekly cluster PD's, monthly After School paid PD's, Bilingual meetings, and Quarterly School Improvement Days. The team strives to provide common planning periods to support collaboration among team members. Coaching and professional learning is differentiated based on teacher need. Teachers are tiered based on students data, REACH data, and the level of support needed to provide ongoing observations and coaching. The 5E Essential Survey indicates that teacher collaboration is strong, however, in order for us to be very strong, we need to provide additional bilingual professional development for the entire school personnel, diverse learner education and additional professional development that addresses the school's needs.

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
MTSS Framework	Shared Leadership, Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

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Schedules are developed to maximize instructional time and allow for common lunch and planning time for teachers across grade levels. This allows teachers to build culture during common lunch and to collaborate during common prep. This also allows teachers to share resources with one another. Our 5E data shows the school to be well organized for "effective leadership," "collaborative teachers" and very well organized for "supportive environment." To further maximize resources, the budget strategically allocates resources to support student growth. Funds are prioritized for curricular materials that are aligned to Common Core State Standards. Marquette also works with a multitude of school and community partnerships including the South West Organization Project to secure resources, support student learning, and build ties with families and community members, and our 5E data again supports the alignment of our resources to this area of involved families, though there is room for growth in this area. We are a large school and only a small percentage of the families actually participate in the Parent Advisory Council.

The leadership team actively works to build a pool of potential teaching candidates and has established Interview protocols that require demonstration lessons and engage staff in hiring procedures.

Guide for Aligned Resources

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

- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Aligning Resources with Priorities: Focusing on What Matters Most
✓	Instructional Supports
✓	Strategic Source Vendor List
✓	CPS Instructional Time Guidelines: Elementary School Overview
✓	CPS Instructional Time Guidelines: High School Overview
✓	CPS Instructional Block Guidance: K-2 Literacy
✓	CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Our 5E data shows our school to be very well organized around ambitious instruction. We use curricular materials that are CCSS aligned for ELA and Math that include aligned assessments. Teachers create comprehensive unit plans for all units and domains.

Edges of Growth:

Scope and sequence are available, but implementation based on pacing guide can be unrealistic since the curriculum is grade level. Inter-disciplinary literacy is not evident across all subjects. The curriculum does not allow for project-based learning. The curriculum does not integrate opportunities for ALL learners. Teachers must differentiate/adapt the curriculum to meet needs of ELL/DL students.

Guide for Curriculum

- **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
- Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

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"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

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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Various instructional materials are in place here at MSOE. The school uses a school-wide curriculum for both ELA and Math. Teachers are provided a scripted curriculum for kindergarten through 8th grade in literacy and math. In kindergarten through 2nd-grade classrooms, teachers and students have visuals, literacy manipulatives and workbooks that are aligned with the Core Knowledge Language Arts curriculum. Teachers in 3rd through 8th-grade classrooms are provided with the central texts for each module in the Expeditionary Learning curriculum. Teachers and students in Pr-K through 8th grade have a wide array of math manipulatives aligned to the math curriculum. The manipulatives are used for concrete learning and also for scaffolding students' learning in the classroom. The curriculum provides a description of all the materials in the materials section (math) and the unit and module overview (literacy). Classrooms are 1 to 1 with each student having access to an iPad or Chromebook. The apps or resources on either piece of technology are provided to differentiate instruction in the classroom. Students and teachers have access to iRead, Read 180, System 44, FastMath, IXL, NEWSela, MobyMax, Zearn, Read Theory, and Kahn Academy. Technology is also provided for students to present their work using various modes of media. In unit plans teachers provide scaffolds with other materials such as anchor charts, maps, galleries, etc.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.

- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

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MSOE values rigor in its instruction. The leadership team makes regular walks and provides feedback to teachers on the rigor of instruction and student engagement in the classroom. Student work is displayed to model high-quality tasks and work in literacy, science, and math classrooms. Rewards are given for high achievement and students are recognized in quarterly assemblies. Assignments and tasks are aligned to the common core state standards. This is reflected in unit plans and on the daily marker board.

ELA: A close reading of texts is taught daily in classrooms and is the focus of every grades first module. Students are taught how to annotate texts and determine the meaning of unknown words. Students are expected to both cite text in writing and also using text evidence in the discussion. Students "flag" evidence in the text and apply to contextualized prompts related to the modules that are being taught. Across the grade levels, texts are chosen with the common core shift suggestions of the ratio of literacy to informational texts. In each module both literacy and informational texts can be found that are aligned to a content area. Students make revisions on writing tasks with both peers and teachers in all of the literacy units. Primary students are introduced to revision in their curriculum.

Math: There is a consistent discussion or focus on tasks meeting the key shifts in mathematics. Specifically around the idea of the task being rigorous in order to push student learning and thinking. We have had professional learning communities within the school that were designed to analyze math tasks/their implementation and their effects on student learning

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). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQRP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

C&C Access: College and high school artifacts are a part of our classroom environment checklist. Teachers also often use college names, mascots and high school names as small group names that students are constantly referred back to. A sign for each teacher is present outside their door stating which college they attended. The language of being "college and career ready" is a regular part of the vernacular at our school,

8th-grade students go through a rigorous process throughout the year as they work to select their high school options. They meet 1-1 with the 2 counselors in the building along with their parents to have a discussion on their options for high school, the high school application process and working to rate their top choices/selections when it comes to their school options. This year, the 7th graders start to receive information about what the high school application consists of so that they can begin to think about their 8th-grade year and the high school application process they will go through.

C&C Access edges of growth: Our guidance counselor provides a course for middle school students about goal-setting, high schools, colleges, careers, however, this course is difficult for below grade level and DL students to access.

Transitions:

MSOE has a transitional bilingual program. Students who come from a home that speaks a language other than English have to take the ACCESS test determining their English language proficiency. If they achieve a specific score of 4.8, they transition from the Bilingual class to the General Education class....however, the level of support received after they "transition out" is lacking (in MS, students who are bilingual, received little ongoing support with the exception of our Bilingual coordinator or TAs/interventionist) i.e. we don't have bilingual classes after 5th grade.

Transition edges of growth: We need to work on internal and external transitions within and out of the building. Transitions that need to be worked on: 1) Supporting the students as they matriculate from grade to grade. particularly from 2nd to 3rd, 5th to 6th and 8th to HS. 2) Following the progress of ELL after the transition from EL services. 3) Integration plan for supporting students new to the school.

Persistence: Attendance is a HUGE push at MSOE. From daily announcements, posters, and incentives, students are ALWAYS reminded of the need for good attendance. The school has both classroom-wide and individual incentives each month helping to drive student attendance and persistence in being at school. The school does a good job teaching students persistence (growth mindset), engagement, and collaboration/ self-regulation (SEL).

Persistence edges of growth: 1) We do a good job of discussing students grades/data with them and creating plans to improve these, but we could work on helping students analyze their attendance and understand how attendance will impact their academic performance and their ability to stay on-track for college and career readiness. The school needs to be more diligent in teaching students to develop strong work habits and organizational skills. 3) The school could do more to provide summer learning experiences so that students persist in their learning through the summer.

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, CTE recruitment fairs, 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 CTE Pathways around career options
 - 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.

- Provide opportunities for Dual Credit/Dual Enrollment
 - **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.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2004)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

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

Currently, we are implementing Unit Plans that highlights students' understanding of overall learning objectives and misconceptions. Teachers are doing the work and reading the work in order to find the misconceptions prior. Teachers are utilizing marker boards with posted objectives which students are internalizing by explaining and putting student-friendly language. We utilize our MBC to make the connections with students to foster independence in their learning. One of our priorities is focused on progress monitoring but it is also happening during small group activities. It is occurring with interim assessments (NWEA, TSGold, ANET), check in, summative and formative assessments, and exit tickets. Teachers are having NWEA conversations with students while also sending home reports bi-weekly with students to assure the communication is continuous on their progress. Instructional priority has been around questioning and discussion to dependent students understanding of content. Cluster meetings have been around using text-dependent questions to generate rigorous discourse amongst students. Teachers are currently using rubrics of discussion in both literacy and math to guide student discussion along with the demand for student participation and conversations are evident through the aesthetics of the classroom (anchor chart of habits of discussion, personal rubrics, sentence stems).

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
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 Evolves Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Assessment: Within the school, we utilize multiple forms of assessment. Starting within Pre-kindergarten TSGold (collected daily with three formal checkpoints), ESI (done at the beginning of the year and repeated if needed), ASQ (done once a year), and informal data charting is done throughout the school year in order to collect early childhood development. Kindergarten gives the KIDS readiness assessment at the beginning of the school year. Grades K-3 administer the mCLASS literacy benchmark assessments in English and Spanish (3 times a year), with ongoing progress monitoring every 2-4 weeks for targeted students. Additionally, grade K-3 give CKLA domain assessments every 6-8 weeks. In grades K-3 we utilize NWEA (3 times a year), and provide small group progress monitoring with exit tickets done daily, performance tasks within the curriculum (every 5-6 weeks/end of a unit). Grades 3-8 administer the PARCC assessments each Spring. We have multiple times of the year when we analyze our assessment data and devise instructional plans to address student academic needs. We provide ongoing communication to families about student academic process through Thursday folders, parent/teacher conferences, newsletters, and bi-weekly reports.

Assessment Edges of Growth: 1) We are currently working on the modification for bilingual students and assessments that progress monitor bilingual students as it relates to ACCESS. There are screeners available but these are time-consuming and are currently only administered one time per year with students. We continue to search for a progress monitoring tool to measure bilingual students' English language acquisition. 2) We also need to develop or identify better progress monitoring tools for mathematics.

Grading: School has a policy that teachers are to enter grades weekly into Grade Book, and administrators review entries periodically. We also have grading policy that failing grades should have a numeric value of between 50-59%, allowing a student who receives a failing grade, the mathematical possibility of recovering from that F. No zeros are given. Our grade ranges are as follows: A=90-100%, B= 80-89%. C=70-79%, D=60-69%, F=50-59%.

Grading Edges of Growth: Improving teachers understanding of the importance of the "no zero" policy as well as the importance of regular grade entry so that families can monitor their students' progress. Administrators need to improve their capacity to monitor grade input so that we can better monitor and advocate for our students whose parents may not have the capacity to monitor for them.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework: Curriculum & Instruction	
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

MSOE has an MTSS team of 15+ educators and family representatives that meets monthly. The team has begun to put systems in place for regular problem-solving meetings for students of particular concern. Grade-level MTSS problem-solving meetings are supposed to be occurring monthly as well, but this implementation has been more inconsistent. The team has developed a handbook on the systems and protocols for MTSS within the school and shared it with all school staff. The team has established tiering criteria, and dismissal criteria, though teacher education around these criteria is weak and most teachers have little understanding of the criteria. The MTSS team conducts BOY and EOY self-assessments to monitor the progress of their work and to establish priorities for future work and development.

Teachers are learning to use unit planning to look for misconceptions and misunderstandings in order to modify and accommodate lessons at the tier 1, core level. Teachers plan tier 2 and 3 interventions through small group instruction. Teachers are provided time during clusters and after school, PDs to work on small group and unit planning. Teachers provide progress monitoring in the primary grades using the mCLASS assessment progress monitoring tools and at higher grades through exit tickets and data collection binders or spreadsheets. Additionally we have two full-time interventionists and one teaching assistant who are dedicated to overseeing a large-scale computer-based personalized intervention system utilizing the Houghton-Mifflin-Harcourt literacy interventions of iRead, System 44 and Read 180. We would like to find similar computer-based products to support math interventions and progress monitoring.

MSOE monitors on-track data and shares this data with the staff weekly in the staff newsletter. To assuring students stay on-track and that parents are aware of their on-track data, we send biweekly folders with attendance reports and grades updates. These folders also include intervention reports, including iRead, System 44 and other interventions, so that parents are able to see how their student(s) are progressing before report cards.

Edges of Growth:

Problem-solving meetings are occurring, but are inconsistent in follow-through due to lack of systems (including schedule, time and oversight) to support the success of these meetings. Teachers do not always connect their small group data back to MTSS, they do not fully understand this as part of the MTSS process. The MTSS team is working on consistency and follow-through with grade level meetings and oversight of intervention tracking and completion.

SEL and Behavioral Health: We do have Tier 2 and 3 interventions available, but have not yet developed the capacity of many staff members to implement them. We do not have systematic protocols or processes for developing and implementing behavioral interventions and progress monitoring them.

Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

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

Teachers make learning goals/targets relevant to all students by making connections to their previous learning, and using real life scenarios to convey the importance of the learning targets. Teachers consistently communicate expectations to all students by referring to class norms, rules, and expectations, as well as academic expectations that are visibly posted within the classrooms. Teachers provide students with classroom data to help them track their growth both academically, and behaviorally in order to encourage students to reach their goals and monitor their growth. Teachers utilize differentiated approaches to learning that sets the tone for rigor, and engages students at their point of need.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (en.edu/te) ✓ ASCA Mindsets & Behaviors 	

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

Our 5E data shows our school to be well organized in all five areas, and being very well organized in the area of supportive environment. Teachers are provided coaching and support from the coaching team and regular feedback from administrators. leadership works to provide opportunities to celebrate the work of teachers and staff and to bring them together for social and team building opportunities. Teachers meet weekly, and collaborate with one another as a means to challenging each other's and their own thinking, beliefs, assumptions, and practice.

Students who are experiencing social-emotional or behavioral difficulties are assigned a mentor teacher to check-in with during the course of the school day. Students are also allowed to speak with their mentor teachers as needed. Upper grade students assist lower grade students and build mentoring relationships that are centered around academic achievement, and social emotional learning. Teachers engage students through positive framing, and celebrate all students as it relates to highlighting both major and minor accomplishments on a school-wide level. Students engage one another in positive communications through the use of discussion rubrics that help them to communicate positively despite their personal views and opinions. Students celebrate cultural differences by way of the arts, and exposing their peers to different cultural experiences via programs such as "worlds Fair" etc.

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
MTSS Framework	Shared Leadership, Family & Community Engagement
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
Now WHAT? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD) 	

Student Voice, Engagement, & Civic Life:

Score

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

1 **2** 3 4

Students are able to engage in after school academia for literacy and mathematics which has been tiered per session and not all of the students at the same time. Bilingual tutoring program throughout the entire school throughout the entire school year. Baseball, football, soccer, basketball, Girls on the Run, Sisters of Success, as well as a boys mentoring coming along as well, and National Junior/Elementary Honor society, and art program provided through SWOP as well. Throughout the school day gym, dance, and art are provided. Students engage in 5E survey to provide valuable feedback regarding their school.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.

- School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ IJVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCS ILA/HST 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

Marquette's staff and student handbooks outline expectations of day-to-day school operations. The school has entry and dismissal procedures where students enter and exit certain doors with specific staff members that monitor those areas. Support staff monitors students during lunch and recess by being actively engaged in what students are doing. Teachers and staff take responsibility for the safety all students, not just the students in their respective classrooms or under their supervision. School expectations are posted in the hallways. Classroom expectations are posted in some classrooms. Teachers model expectations and provided clear and explicit directions. Staff handbook outlines what behaviors teachers should address and behaviors that lend itself to a dean referral. School utilizes CPS Code of Conduct when handling discipline referrals.

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.
- **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.
- **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
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

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.

Within Marquette routines and procedures are practiced daily by all teachers. There are rules and procedures throughout all areas of the building, for example, level 0 in the hallways. Within the school MTSS team there are two parents who are involved and are able to share back with other parent groups within the school as to what we are doing behaviorally. Parent mentors are involved within the school community. Positive student behavior is reported back to parents on a daily basis, especially for our elementary levels. Middle school does have an option to include behavior into the bi-weekly reports that are sent home. SEL is provided as a special throughout the entire school or is implemented within the classroom as part of the curriculum (SECOND STEP). As an MTSS team there are members available who are specific for the social emotional aspect, such as the counselor and social worker. As an MTSS team we have looked at data around suspensions, and such to see trends. Teachers use a behavior management cycle to ensure clear expectations are set and followed through on. Teachers do not automatically send students out of the classroom when there are discipline infractions, the most seen in an in-school suspension with the Dean has been 10 students. A continuum of responses are utilized for different behaviors within their classrooms.

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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior

incidents.

- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

1 2 3 4

Marquette has several groups/committees that parents are involved in. Parents have the opportunity to be a part of the Local School Council, Parent Advisory Committee, Bilingual Advisory Committee, and Parent Volunteer/Mentor group. Communication for these meetings are communicated via monthly parent newsletter and posted outside on the doors of the school. Marquette has also hosted literacy, math, and science nights for parents and families to participate in engaging learning activities with their children. Parents are given Parent Portal login information in the beginning of the school year and can request login information at any time. Teachers and staff communicate regularly with parents concerning student progress academically and social emotionally. Bi-weekly progress reports are sent home in 6-8th grade and students in K-5th take home a bi-weekly "Thursday Folder", which contains student work samples and assessments.

Guide for Parent and Family Partnership

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

- Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

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

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Parent and Family Partnership

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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National School Growth Percentile - Reading

Over the next two years we will prioritize developing our primary grade literacy program to get all students reading at grade level by 4th grade. We will reinforce reading intervention supports provided for students who fall into Tiers 2 and 3 supports, so that all of our students have the support they need to grow academically and attain reading targets. We are setting reasonable growth targets for our school based on our previous goals and the growth needed to attain level 1+ status on the SQRP.

86.00	70.00	75.00	75.00	75.00
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National School Growth Percentile - Math

Over the next two years we will put supports in place to support teachers in their differentiated, targets small group instruction for students to ensure all students have the support they need to grow and achieve in mathematics. We are setting reasonable growth targets based on previous data to in order to attain a level 1+ status on the SQRP.

82.00	65.00	70.00	75.00	75.00
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% of Students Meeting/Exceeding National Ave Growth Norms

We will focus hard on using on-going progress-monitoring to provide targeted instruction for all of our students so that they are able to achieve their growth targets and even exceed them, Our longterm goal is always to close the gap in student achievement for the subgroups at our school.

61.90	59.10	65.00	70.00	75.00
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African-American Growth Percentile - Reading

We will focus on using data-driven instruction to target the specific needs of our African American students. We will provide culturally relevant instructional strategies and build teacher efficacy around their implementation, so that they may guide students to develop the skills and strategies they need to become confident, effective readers. We will foster a culture of high expectations in our community, with the genuine belief that all of our students can and will achieve.

73.00	54.00	65.00	70.00	75.00
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Hispanic Growth Percentile - Reading

Again, we will focus on using data-driven instruction to target the specific needs of our Hispanic students. We will provide culturally relevant instructional strategies and build teacher efficacy around their implementation, so that they may guide students to develop the skills and strategies they need to become confident, effective readers. We will foster a culture of high expectations in our community, with the genuine belief that all of our students can and will achieve.

92.00	79.00	70.00	75.00	75.00
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English Learner Growth Percentile - Reading

Again, we will focus on using data-driven instruction to target the specific needs of our English Language Learners students. Our ELPT will lead the team of bilingual teachers to ensure that the will provide culturally relevant instructional strategies and build teacher efficacy around their implementation, so that they may guide students to develop the skills and strategies they need to become confident, effective readers. We will foster a culture of high expectations in our community, with the genuine belief that all of our students can and will achieve.

88.00

83.00

70.00

75.00

75.00

Diverse Learner Growth Percentile - Reading

We will provide all of our students with CCSS aligned curriculum and hold the highest expectations for every student. We will focus on using on-going progress-monitoring to provide targeted instruction for all of our students so that they are able to achieve their growth targets and even exceed them. Our long-term goal is always to close the gap in student achievement for our diverse learners and we will continue to plan for individualized IEP goals that are based on each student's RIT scores and the corresponding NWEA learning continuum areas of focus. Our teachers use these resources to develop individual learning plans designed to support our diverse learners growth towards grade level standards.

42.00

60.00

50.00

60.00

65.00

African-American Growth Percentile - Math

We will focus on using data-driven instruction to target the specific needs of our African American students. We will provide culturally relevant instructional strategies and build teacher efficacy around their implementation, so that they may guide students to develop the skills and strategies they need to develop strong math competencies and practices. We will foster a culture of high expectations in our community, with the genuine belief that all of our students can and will achieve.

77.00

55.00

65.00

70.00

75.00

Hispanic Growth Percentile - Math

We will focus on using data-driven instruction to target the specific needs of our Hispanic students. We will provide culturally relevant instructional strategies and build teacher efficacy around their implementation, so that they may guide students to develop the skills and strategies they need to develop strong math competencies and practices. We will foster a culture of high expectations in our community, with the genuine belief that all of our students can and will achieve.

84.00

72.00

73.00

75.00

75.00

English Learner Growth Percentile - Math

Again, we will focus on using data-driven instruction to target the specific needs of our English Language Learners students. Our ELPT will lead the team of bilingual teachers to ensure that the will provide culturally relevant instructional strategies and build teacher efficacy around their implementation, so that they may guide students to develop the skills and strategies they need to develop strong math competencies and practices. We will foster a culture of high expectations in our community, with the genuine belief that all of our students can and will achieve.

96.00

80.00

80.00

80.00

80.00

Diverse Learner Growth Percentile - Math

We will provide all of our students with CCSS aligned curriculum and hold the highest expectations for every student. We will focus on using on-going progress-monitoring to provide targeted instruction for all of our students so that they are able to achieve their growth targets and even exceed them. Our long-term goal is always to close the gap in student achievement for our diverse learners and we will continue to plan for individualized IEP goals that are based on each student's RIT scores and the corresponding NWEA learning continuum areas of focus. Our teachers use these resources to develop individual learning plans designed to support our diverse learners growth towards grade level standards.

87.00

12.00

30.00

45.00

50.00

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

Over the next two years we will prioritize developing our primary grade literacy program to get all students reading at grade level by 4th grade. We will reinforce reading intervention supports provided for students who fall into Tiers 2 and 3 supports, so that all of our students have the support they need to grow academically and attain reading targets. We are setting reasonable growth targets for our school based on our previous goals and the growth needed to attain level 1+ status on the SQRP.

36.00	43.00	53.00	60.00	65.00
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National School Attainment Percentile - Math (Grades 3-8)

Over the next two years we will put supports in place to support teachers in their differentiated, targets small group instruction for students to ensure all students have the support they need to grow and achieve in mathematics. We are setting reasonable growth targets based on previous data to in order to attain a level 1+ status on the SQRP.

40.00	47.00	59.00	60.00	65.00
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National School Attainment Percentile - Reading (Grade 2)

We are very focused on improving our primary grade students' proficiency in reading. We see this as being critical to our students long term academic success as all of the research demonstrated the extreme importance of having students reading on grade level by the time they leave 3rd grade. In order to achieve this, it is critical that we provide strong resources in the early grades to get students off to a good start and keep them on track in the area of literacy development. We have adopted a CCSS aligned curriculum and will provide ongoing PD around implementation and the use of progress monitoring data to inform targeted small group instruction.

15.00	3.00	25.00	35.00	45.00
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National School Attainment Percentile - Math (Grade 2)

We focused on improving our primary grade students' proficiency in math. In order to achieve this, it is critical that we provide strong resources in the early grades to get students off to a good start and keep them on track in the area of math achievement. We have adopted a CCSS aligned curriculum and will provide ongoing PD around implementation and the use of progress monitoring data to inform targeted small group instruction.

25.00	7.00	37.00	40.00	45.00
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% of Students Making Sufficient Annual Progress on ACCESS

Our ELPT will continue to lead the bilingual team in the development of strong curricular materials and instructional practices for our English Language Learners in our TBE program in order to ensure their progress towards these goals.

36.00	(Blank)	55.00	60.00	65.00
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Average Daily Attendance Rate

Our goals are set based on current attendance initiatives and progress towards our 2018 YTD 95.10. Our attendance team will continue to meet weekly to target our 'At Risk' and "chronically" absent students. Our staff and attendance team will continue to offer monthly attendance incentives to encourage students to attend school, as well as educated students in the importance of being in school in order to learn.

95.10	96.10	96.00	96.00	96.00
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My Voice, My School 5 Essentials Survey

Our goal is to maintain our overall rating of well organized, with individual in all five components of the 5 Essentials Survey maintaining a rating of strong or very strong.

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

If we make assessments accessible to all students and have a universal grading system

...then we see...

then we regularly see data of EL student's language proficiency, and a system that clearly, accurately, consistently communicates learning progress

...which leads to...

which leads to teachers making informed instructional decisions in their classrooms for bilingual students and on track data improvement.

Tags:

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Purchase bilingual interim assessment	Principal	select	Not started
Bilingual Coordinator will attend bilingual interim assessment professional development	Bilingual Coordinator	select	Not started
Bilingual interim assessment calendar will be created	Bilingual Coordinator	select	Not started
Bilingual teachers will attend an initial training to administer an interim bilingual assessments	Bilingual Coordinator	select	Not started
Students will participant in the bilingual interim assessment	Teachers, Students, Bilingual Coordinator	select	Not started
Provide quarterly professional development to interpret bilingual interim assessments	Bilingual Coordinator	select	Not started
Provide professional development to apply interim assessment data in small group and whole group plans.	Bilingual Coordinator	select	Not started
Create progress monitoring tool aligned to the interim assessment and ACCESS	Bilingual Coordinator, Teachers	select	Not started
Provide professional development in the beginning of the school year around the importance of consistent grading policies.	Leadership Team	select	Not started
Each grade level band will develop a consistent grading weight system	Leadership Team & Teachers	select	Behind
Leadership team will monitor Gradebook bi-weekly	Leadership Team	select	Behind

Strategy 2

If we do...

If we provide student interest based curriculum and extracurricular activities

...then we see...

then we will see student participation in school wide policy making decisions

...which leads to...

which leads to increased student engagement and investment in the school.

Tags:

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

Identify a leadership team member to oversee the development of a student council by the end of September.

Shaw and Butler

select

On-Track

Create advertisements to identify candidacy interests by 1st week of October.

Student campaigning throughout October with one debate scheduled the week leading to elections.

Develop a ballot for all student leaders interested in holding positions. Student voting will occur in the main gym much like real elections. Student election will be held on National Election Day.

The Student Council will develop and administer quarterly Google Surveys to:
- Share student concerns and ideas to improve the school
- Share interests for clubs, field trips, and incentives

Student council and teacher advisors

Dec 1, 2018 to Jun 22, 2019

Not started

Search for new partnerships based on student interest survey results

ILT

Jul 1, 2019 to Aug 31, 2019

Not started

Strategy 3

If we do...

If we create a transition protocol for grade level to grade level transitions

...then we see...

then we will see teachers better equipped with detailed anecdotal, education & background information about their incoming students

...which leads to...

which leads to more intentional instruction, smoother transitions and collaboration between teachers

Tags:

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Identify students who will be transitioning into GEN ED from Bilingual prior to next school year.

Bilingual Coordinator

select

Not started

Inform Parents as soon as we know the students transitioning into GEN ED.

Bilingual Coordinator

Jul 31, 2018 to Jul 31, 2018

Not started

Provide PD to Gen Ed teachers identifying strategies to incorporate within instruction

Bilingual Coordinator/ Leadership Team

Aug 30, 2018 to Jun 24, 2019

Not started

Ongoing one-on-one coaching conversations with GEN ED teachers.	Bilingual Coordinator/ Leadership Team	Aug 30, 2018 to Jun 24, 2019	Not started
Built common Gen Ed and LBS planning time	Leadership Team	Jun 30, 2018 to Jun 30, 2018	Not started
Provide BOY, MOY, EOY PD to inform teachers on how to build cumulative folders.	Leadership Team	Aug 30, 2018 to Jun 26, 2019	Not started

Strategy 4

If we do...

...then we see...

...which leads to...

If we implement the Multi-Tiered System of Supports with fidelity by adjust both SEL and instruction	then we will see adequate data for the team to analyze students' intervention needs	which leads to an increase in the number of students receiving intervention services.
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Tags:

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Provide beginning of the year professional development that addresses small group progress monitoring that should be utilized in conjunction with MTSS.	Instructional Leadership Team	select	Behind
Provide ongoing professional development for Kickboard (PBIS) system to monitor student behavior	Dean	select	Behind
Cluster meetings will focus on small group expectations for progress monitoring and designing instruction.	Leadership Team	select	Behind
Consistent grade book checks to ensure teachers are appropriately inputting MTSS interventions.	Leadership Team	select	Behind
Create a universal PBIS program which supports restorative consequences and uplifts positive behaviors.	ILT	select	Behind

Action Plan

Strategy 1

NOT STARTED Purchase bilingual interim assessment"
- Principal

Status history



Jun 26

NOT STARTED

Jun 26, 2018
Evidence
Purchase order

NOT STARTED

Bilingual Coordinator will attend bilingual interim assessment professional development"
- Bilingual Coordinator

Status history

Jun 26

NOT STARTED

Jun 26, 2018
Evidence
Training Agendas

NOT STARTED

Bilingual interim assessment calendar will be created"
- Bilingual Coordinator

Status history

Jun 26

NOT STARTED

Jun 26, 2018
Evidence
Summer School Year Planning

NOT STARTED

Bilingual teachers will attend an initial training to administer an interim bilingual assessments"
- Bilingual Coordinator

Status history

Jun 26

NOT STARTED

Jun 26, 2018
Evidence
Participants Sign in Sheet

NOT STARTED

Students will participant in the bilingual interim assessment"
- Teachers, Students, Bilingual Coordinator

Status history

Jun 26

NOT STARTED

Jun 26, 2018
Evidence
Completed Assessments

NOT STARTED

Provide quarterly professional development to interpret bilingual interim assessments"
- Bilingual Coordinator

Status history

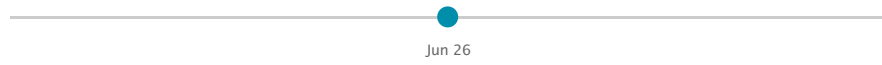
Jun 26

NOT STARTED

Jun 26, 2018
Evidence
Participant Sign In Teacher Data Analysis

NOT STARTED Provide professional development to apply interim assessment data in small group and whole group plans."
- Bilingual Coordinator

Status history



NOT STARTED Jun 26, 2018
Evidence
Participant Sign In Unit Plans Small Group Plans

NOT STARTED Create progress monitoring tool aligned to the interim assessment and ACCESS"
- Bilingual Coordinator, Teachers

Status history



NOT STARTED Jun 26, 2018
Evidence

NOT STARTED Provide professional development in the beginning of the school year around the importance of consistent grading policies."
- Leadership Team

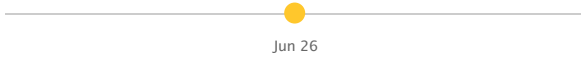
Status history



NOT STARTED Jun 26, 2018
Evidence
Participant Sign In Sheets

BEHIND Each grade level band will develop a consistent grading weight system"
- Leadership Team & Teachers

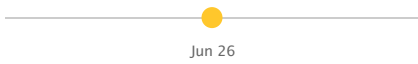
Status history



BEHIND Jun 26, 2018
Problem
Grade book, On track Data, Progress Reports
Root Cause
Next steps

BEHIND Leadership team will monitor Gradebook bi-weekly"
- Leadership Team

Status history



BEHIND Jun 26, 2018
Problem
Gradebook
Root Cause
Next steps

Strategy 2

ON-TRACK

Identify a leadership team member to oversee the development of a student council by the end of September. Create advertisements to identify candidacy interests by 1st week of October. Student campaigning throughout October with one debate scheduled the week leading to elections. Develop a ballot for all student leaders interested in holding positions. Student voting will occur in the main gym much like real elections. Student election will be held on National Election Day."

- Shaw and Butler

Status history



ON-TRACK

Jun 26, 2018
Evidence

NOT STARTED

The Student Council will develop and administer quarterly Google Surveys to: - Share student concerns and ideas to improve the school - Share interests for clubs, field trips, and incentives"

Dec 01, 2018 to Jun 22, 2019 - Student council and teacher advisors

Status history



NOT STARTED

Jun 26, 2018
Evidence

NOT STARTED

Search for new partnerships based on student interest survey results"

Jul 01, 2019 to Aug 31, 2019 - ILT

Status history



NOT STARTED

Jun 26, 2018
Evidence

Strategy 3

NOT STARTED

Identify students who will be transitioning into GEN ED from Bilingual prior to next school year."

- Bilingual Coordinator

Status history



NOT STARTED

Jun 26, 2018
Evidence
Log of Students Transitioning out of Bilingual

NOT STARTED

Inform Parents as soon as we know the students transitioning into GEN ED."

Jul 31, 2018 to Jul 31, 2018 - Biligual Coordinator

Status history



Jun 26

NOT STARTED

Jun 26, 2018

Evidence

Letter sent home to parents Summer 2018

NOT STARTED

Provide PD to Gen Ed teachers identifying strategies to incorporate within instruction"

Aug 30, 2018 to Jun 24, 2019 - Biligual Coordinator/ Leadership Team

Status history



NOT STARTED

Jun 26, 2018

Evidence

Participant Sign In Sheets/PD hours

NOT STARTED

Ongoing one-on-one coaching conversations with GEN ED teachers."

Aug 30, 2018 to Jun 24, 2019 - Biligual Coordinator/ Leadership Team

Status history



NOT STARTED

Jun 26, 2018

Evidence

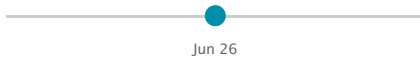
Coaching Feedback Form

NOT STARTED

Built common Gen Ed and LBS planning time"

Jun 30, 2018 to Jun 30, 2018 - Leadership Team

Status history



NOT STARTED

Jun 26, 2018

Evidence

Completed School schedule

NOT STARTED

Provide BOY, MOY, EOY PD to inform teachers on how to build cumulative folders."

Aug 30, 2018 to Jun 26, 2019 - Leadership Team

Status history



NOT STARTED

Jun 26, 2018

Evidence

Cumulative Folders

Strategy 4

BEHIND

Provide beginning of the year professional development that addresses small group progress monitoring that should be utilized in conjunction with MTSS."

- Instructional Leadership Team

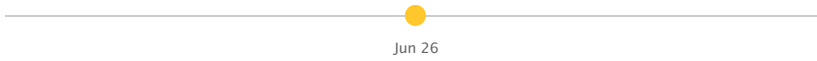
Status history



BEHIND Jun 26, 2018
Problem
Professional Development Sign up Time
Root Cause
Next steps

BEHIND Provide ongoing professional development for Kickboard (PBIS) system to monitor student behavior"
- Dean

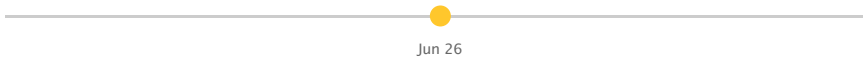
Status history



BEHIND Jun 26, 2018
Problem
Kickboard Data Tracking
Root Cause
Next steps

BEHIND Cluster meetings will focus on small group expectations for progress monitoring and designing instruction."
- Leadership Team

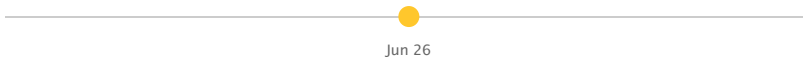
Status history



BEHIND Jun 26, 2018
Problem
Cluster Agenda Walk through tools
Root Cause
Next steps

BEHIND Consistent grade book checks to ensure teachers are appropriately inputting MTSS interventions."
- Leadership Team

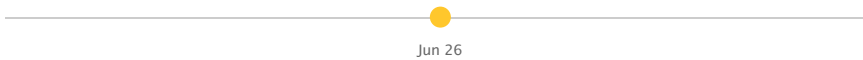
Status history



BEHIND Jun 26, 2018
Problem
Cluster Agenda
Root Cause
Next steps

BEHIND Create a universal PBIS program which supports restorative consequences and uplifts positive behaviors."
-ILT

Status history



BEHIND Jun 26, 2018
Problem
ILT Agenda Sign In Sheets
Root Cause
Next steps

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.

ESSA Program

ESSA 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.

ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy

Complete

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

Parents/Guardians have the opportunity to jointly develop, review and revise our Title I school parental involvement plan and policy. These stakeholders are also encouraged to play an active role in our school review and improvement process, through our Parent Advisory Council (PAC), which meets each month. This is accomplished through our annual meeting that is held at the beginning of the school year by the end of September. In addition, we host a BOY open house where each grade level also creates a presentation to introduce parents to the curriculum, instruction, and expectations for classroom participation and engagement quarterly. Parents are also engaged through monthly LSC/PAC meetings that include workshops geared towards parents' interests and needs. Parents/Guardians are informed of our monthly PAC meetings in several ways: monthly flyers sent home with students, the bi-weekly Family Newsletter and through Remind.com

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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 school provides information in a timely manner through our annual organizational meeting that is held at the beginning of the school year. A English/Spanish presentation is shared and parents are given sample items of student curriculum and assessment tools. Parents are provided with a school handbook that describes grade/assignment weights, assessment calendars and district promotion policies. We plan to have the Title 1 Annual Meeting and the Title 1 Organizational Meeting on the same date because our parents prefer this to multiple meetings. This coming school year, it is scheduled for September 20, 2018.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

The school provides regular opportunities for parents to meet and participate in school life at our monthly LSC/PAC/BAC meetings that will also provide a variety of workshops for parents as well. Parents/Guardians are informed of our monthly LSC/PAC/BAC meetings in several ways: monthly newsletter sent home with students, phone calls made each month, and half sheet reminders sent home with students and, in some cases, mailed home.

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

The school reviews all NWEA and mCLASS data at report card pick-up dates and provides parents a report of their child's performance on the State assessment (PARCC) in math and language arts and reading at the report card Pick-up Day that is nearest to when the results were received.

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

The school provides timely notice of when a child is being taught by a teacher who is not highly qualified by mailing a notice home. In some cases, such as diverse learners, the parents will additionally receive a phone call from the case manager to explain our plan as to how the student's educational needs are being met despite the lack of a highly qualified teacher.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

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

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

This is accomplished through our annual open house meeting that is held at the beginning of the school year. In addition three content nights (Science, Literacy and Math) will be conducted to provide families with hands-on experiences to support learning at home. PAC funded workshops also facilitate parent learning for topics of interest to parents.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

This will be accomplished by providing faculty and staff with training in how to work with parents/guardians during the summer professional development sessions, with updated information at the school improvement days. Additionally, faculty/staff who need individual coaching in conferencing and partnering with parents/guardians will be provided this coaching/training by the administrator who is directly responsible for them.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

This is accomplished through monthly PreK parent meetings engage parents in learning opportunities specifically geared to early childhood education. Parents are provided with a weekly newsletter and are given interactive homework to be completed along with their child.

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

We achieve this through ensuring that all communications, oral and written, are provided in both English and Spanish. We have over 15 staff members who are available for providing translating support for in-person meetings.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.



The school will coordinate the parent and family engagement programs identified in the CIWP.



The school will evaluate the Parent and Family Engagement 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

School-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.)

We achieve this by engaging in practice in which all classrooms in Grades 3 - 8 will be departmentalized so that teachers can lead instruction in their strength content areas. All teachers have received over 60 hours of professional development in their content area as well as in leading instruction for special populations (bilingual, special education, middle school, and primary) and will participate in PLCs with content area peers to extend their learning and to examine their practice. Classroom enrichment will include the incorporation of Engage NY Expeditionary Learning and Eureka Math extension activities, Facing History, and Writing to Learn strategies in instruction daily. Enrichment during the school day will include Spanish language instruction, Art, Music and Dance Instruction. We also utilize personalized learning programs such as IXL, Khan academy and HMH Read 180, System 44 and iRead and FASTT Math programs to increase opportunities for targeted teaching for all students. Our mission: At the Marquette School of Excellence, we are committed to providing all students access to a high quality education that embraces and enhances intercultural understanding and respect. By establishing an inclusive Marquette School community, we will build trust, provide support, and promote life-long learning and success for all students, families, and staff. We believe that every child, every day will exemplify: Scholarship, Leadership and Stewardship!

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 holds parent-teacher conferences two times a year on the dates determined by the school district. Additionally, parents will be invited to attend conferences for students in benchmark grades where proficiency is not being achieved and retention is imminent.

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

The school provides parents with frequent reports on their children's progress: Parents/Guardians will receive formal progress reports every five weeks from the school. Parents also have daily access to Grade Book using their district- issued login. Teachers will be required to plan weekly assessments as part of their instructional cycle and record the results of those assessments each week.

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

The school provides parents and guardians access to staff by allowing parents to contact staff to request appointments to meet during teachers' preparation periods, before school and after-school. If parents are unavailable during these times, the school provides classroom coverage to enable the parent and teacher to meet briefly.

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

The school encourages parents to volunteer and to participate, and even to observe in classroom activities. We ask that parents notify the school of their intentions to do any of the above activities so we may best accommodate them. Additionally, the school has and will continue to support a robust parent mentor program.

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

Parents are encouraged to assist in their child's learning by monitoring attendance, attending special events at school, attending Parent Teacher Conferences, ensuring homework completion, and checking online Grade Book. The administration and the PAC also provide multiple workshops and curriculum nights for parents to learn more about the curriculum and how that can assist their students with learning at home.

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

Parents participate in decisions affecting the education of their children through our parent advisory council (PAC). The PAC meets on the same day of each month (to be determined by participants) and works on various activities to support the school's mission. Additionally, parents are encouraged to be involved with their students education by attending conferences, reading newsletters, and partnering with teachers to help develop individualized plans as needed.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good

attendance, positive attitude, class preparation).

Students will routinely engage in metacognitive analysis of their learning, thinking about their mistakes and what they can learn from them, setting personal learning targets and monitoring those targets.

Parent Budget

Complete

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

The goal of the Marquette PAC is to build our family involvement in multiple aspects of school life, and to support families in their ability to provide a supportive learning environment for their students. This often involves helping families to secure supports for parents and guardians as well as students and we do so in many ways: parent workshops on finance, mental health supports, strategies to improve communication with teachers, how to support students at home with the curriculum and fostering healthy reading habits. We have a robust Parent Mentor program that brings parents into the classrooms as additional resource for the teachers and students. Additionally, our school is a community school that partners with community organizations to provide wrap-around services for our families, for example the Esperanza Health Clinic and the Greater Chicago Food Depository Healthy Kids Market. Parents from the PAC support these organizations at the school and benefit from them as well.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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.	\$ 2550 .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.	\$ 1000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 2200 .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)	\$ 1000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1000 .00
<p>54205</p>	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.	\$ 1200 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 500 .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ 0 .00

53306

Software

Must be educational and for parent use only.

\$	0	.00
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55005

Furniture and Equipment

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

\$	0	.00
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