



Phoenix Military Academy High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/25/2018	BOG/PAC Members	Introduction of new CIWP two-cycle
02/22/2018	BOG/PAC Members	CIWP Next Steps
02/27/2018	ILT	SEF and CIWP Priority Selection
03/12/2018	PMA Staff	PMA ILT CIWP SEF Priority Selection
03/22/2018	BOG/PAC Members	PMA ILT CIWP SEF Priority Selection/Begin Draft of Parent Plan
04/09/2018	PMA Staff- Grade Level	MTSS- Bs or Better- 85-10-5
04/13/2018	PMA Staff- Department Level	Aligned Assessment and Instruction/Curriculum
04/19/2018	BOG/PAC Members	Review/Approve Parent Plan

05/03/2018

BOG Meeting

2019 PMA Budget & Budget Approval

05/03/2018

PAC Meeting

Updates & New Business CIWP: Finalized- Fund Compliance, Parent Plan, Parent Compact, and 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.

1 2 3 4

On March 12, 2018, the PMA ILT met to reflect and review upon the 2016-2018 CIWP, SEF, 5Essentials, and MTSS Framework to evaluate PMA according to the 17 SEF categories. It was determined based upon the data discussed PMA should be a score of 4. At Phoenix Military Academy (PMA), the school's vision, mission, and beliefs are shared with all stakeholders through various mediums and venues such as school Website, BOG, and parent events (orientation, grade level breakfast meetings, report card pickup, "Meet and Greet"). The 5Essentials report evidence for the CIWP Category of "Leadership and Collective Responsibility" shows that the principal has a "Very Strong" (89) rating for the Essential of "Effective Leaders" with "Program Coherence" and "Instructional Leadership" at "Very Strong" (99). According to the survey, there thus is evident "Practice Shared Leadership, Set High Goals For Quality Instruction, Maintain Mutually Trusting And Respectful Relationships, [and] Support Professional Advancement For Faculty And Staff". In addition, the report Essential "Collaborative Teachers" performance is "Very Strong" (94). The following indicators "Collaborative Practices", "Collective Responsibility", "Quality Professional Development", and "Teacher-Teacher Trust" are all "Very Strong" (99). This is indicative that teachers are empowered at PMA to be: "Active Partners in School Improvement, Committed To The School, And Focused on Professional Development". At PMA, there exists a shared vision of success where all stakeholders hold themselves have understanding, set/uphold high expectations, and are accountable. All stakeholders have a sense of purpose, are motivated, and work together to ensure student achievement and success.

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:

Score

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

1 2 3 4

The PMA ILT utilizes the CPS Instructional Core Effectiveness Document and N6 feedback for ongoing and continuous improvement; further, to prepare for BOY, MOY, and EOY school walk throughs. The current ILT Effectiveness Rubric MOY Score is 3.2. Moreover, the "MOY Chief's Comments about curriculum narratives and evidence" are that "PMA has a strong structure and process of getting the work of curriculum done. Continue with this work" (3.25). On March 12, 2018, the PMA ILT met to review and determine its score for the CIWP category of "Instructional Leadership Team". In addition to the CPS Instructional Core Effectiveness Document, the ILT referenced the SEF and other PMA ILT documents such as meeting agendas/minutes and institutionalized practices at PMA such as the Cycle of 4. It was determined that PMA's ILT has a consistent structure and presence at PMA; the Cycle of Four and pre-grade/pre-department ILT meetings with the school's administrative team to determine priorities and agendas. The scores from the 2017 5Essentials: "Effective Leaders" is "Very Strong" (89), with "Program Coherence (99 - Very Strong), Teacher-Principal Trust (79 - Strong), Teacher Influence (77 - Strong), [and] Instructional Leadership (99 - Very Strong)"; "Collaborative Teachers" = 94 "very strong". The PMA ILT score for this category is 4.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

1 2 3 4

At PMA, the evidence for the category of "Professional Learning" shows that all teachers participate in quality professional development. Based upon the needs that arose from SY 2016-2017, the administrative team determined that the "Cycle of 4" with college coaching for seniors be change to a "Cycle of 4" with a split SEL and Tech for Success. During February of this school year, feedback was given by PMA ILT members and PMA staff that moving forward, there was now a need for teacher collaboration. After careful consideration, it was determined that the current "Cycle of 4" would be changed to a Collaboration meeting. During "Cycle of 4" general meetings, PMA teachers are also given the opportunity to share and present professional development implementing the train the trainer model throughout the course of the school year. This year, professional development has included thus far best practices, MTSS, SEL Illinois state standards, ISTE standards, WIDA, observations, REACH, classroom management, assessment, data analysis, and working with parents. The first presentation regarding teacher responsibility and accountability for professional development was conducted during the week of August 30, 2017 to September 1, 2017 by various members of the PMA administrative team, ILT members, and various staff members. The scores from the 2017 5Essentials the performance for Effective Leaders as "Very Strong" (89): " Program Coherence (99 - Very Strong), Teacher-Principal Trust (79 - Strong), Teacher Influence (77 - Strong), [and] Instructional Leadership (99 - Very Strong)". The performance for Collaborative Teachers is also "Very Strong" (94): "Collaborative Practices (99 - Very Strong), Collective Responsibility (99 - Very Strong), Quality Professional Development (99 – Very Strong), School Commitment (73 - Strong), [and] Teacher-Teacher Trust (99 - Very Strong)". At PMA there is buy-in on behalf of the PMA staff to build their capacity, share instructional strategies, and expertise. For this CIWP category, the ILT score is 4.

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	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. 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

1 2 3 4

According to the 2017 School Progress Report, PMA has a high teacher retention rate, 86.7%. In addition, the PMA teacher attendance rate is 91.5%. The administration uses case study and teacher practicums when interviewing and determining a potential candidate for employment at PMA. The results of the 5Essentials indicate PMA is "WELL-ORGANIZED" for improvement. Furthermore, the Essential of Effective Leaders is "Very Strong" (89): "Program Coherence (99 - Very Strong), Teacher-Principal Trust (79 - Strong), Teacher Influence (77 - Strong), [and] Instructional Leadership (99 - Very Strong)". Likewise, the Essential of Collaborative Teachers is "Very Strong" (94): "Collaborative Practices (99 - Very Strong), Collective Responsibility (99 - Very Strong), Quality Professional Development (99 - Very Strong), School Commitment (73 - Strong), [and] Teacher-Teacher Trust (99 - Very Strong)". This data is indicative of the PMA learning environment where increased academic achievement guides resource allocation. The ILT score for the category of "Aligned Resources" is 4.

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ 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 Toolkit: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 3 4

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.

During the 2016-2018 CIWP, PMA teachers focused upon aligned curriculum maps; that is, PMA has a 100% teacher completion rate- both vertical and horizontal alignment. Based upon the N6 walk throughs and feedback, teachers will focus on developing weekly lesson plans that include CCSS, NGSS, SEL Illinois Standards, ISTE Standards for Educators, and WIDA Standards in the 2018-2020 CIWP. Lesson plans will also include re-teach/re-access opportunities which provide students multiple opportunities to demonstrate mastery of skill-based competencies. During the PMA Cycle of 4, teachers conduct ongoing data analysis of assessment data from formative and summative assessments. Moreover, data-driven instruction and student achievement are inherent to teacher observation and reflection. In addition, PMA curriculum development will move in the direction of Competency Based Education (CBE). The 5Essentials indicates that Ambitious Instruction is "Very Strong" (88): "English Instruction (75 - Strong), Math Instruction (80 - Very Strong), Academic Press (99 - Very Strong), [and] Quality Of Student Discussion (99 - Very Strong)"; that Effective Leaders is "Very Strong" (89): "Program Coherence (99 - Very Strong), Teacher-Principal Trust (79 - Strong), Teacher Influence (77 - Strong), [and] Instructional Leadership (99 - Very Strong)"; and that Collaborative Teachers is also "Very Strong" (94): "Collaborative Practices (99 - Very Strong), Collective Responsibility (99 - Very Strong), Quality Professional Development (99 - Very Strong), School Commitment (73 - Strong), [and] Teacher-Teacher Trust (99 - Very Strong)". Given the work that needs to be taken regarding CBE and teacher lesson plans, the ILT gave the CIWP category of "Curriculum" a score of 2.

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	<ul style="list-style-type: none"> 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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At PMA, teachers utilize various mediums and instructional materials to differentiate instruction and assessment. This includes, but is not limited to: Mastery Manager, Academic Approach, Chromebooks, computer labs, library with computer lab, journalism computer lab, Art with MAC lab, Smart boards, digital cameras, text books, and online programs such as Khan Academy, TurnItIn.com, and Newslea. PMA core classes are supplemented with instructors to help Diverse Learners and English Language Learners. Scaffolding and differentiation is evident in SBG with MTSS as documented in Gradebook, curriculum maps, and lesson plans. The MTSS and SEL Teams works with all Tier 2 and 3 students. The 2017 School Progress Report indicates Student Growth on Average PSAT9 (95th Percentile), PSAT10 (87th Percentile), and SAT (94th Percentile). For Student Attainment, the same report indicates 55.3% Met Benchmark on PSAT9, 52.9% Met Benchmark on PSAT10, 64.9% Met Benchmark on SAT, and 57.1% of PMA School Total Met Benchmarks. Moreover, the CPS District Total Met Benchmarks was 42.7%. The 5Essentials indicates the Essential of "Ambitious Instruction" to be "Very Strong" (88), with "English Instruction (75 - Strong), Math Instruction (80 - Very Strong), Academic Press (99 - Very Strong), [and] Quality Of Student Discussion (99 - Very Strong)". The Essential of "Supportive Environment" was "Strong" (76): "School-Wide Future Orientation (86 - Very Strong), Student-Teacher Trust (92 - Very Strong), [and] Expectations For Postsecondary Education (96 - Very Strong)". The evidence shows that valued learning outcomes are achieved at PMA. The ILT gave a score of 3 for "Instructional Materials".

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 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent 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:

Score

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)

1 2 3 4

There is solid evidence for the category of "Rigorous Student Tasks" throughout PMA classrooms and in teacher Google Classrooms. Rigorous student work has been witnessed during formal and informal N6 Walk Throughs and PMA administrative REACH observations. During both Walk Throughs and observations, team members/ PMA administrators make an overt effort to randomly speak to students as a check on learning, rigor, and AAI. The ILT gave "Rigorous Student Tasks" a score of 4. The 5Essentials indicates for the Essential of "Ambitious Instruction" is "Very Strong" (88): "English Instruction (75 - Strong), Math Instruction (80 - Very Strong), Academic Press (99 - Very Strong), [and] Quality Of Student Discussion (99 – Very Strong).

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	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	81. 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 Assessments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQIP) ✓ 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

1. The 2017-2018 School Quality Rating Report indicates that for the category of "Transitions, College & Career Access & Persistence" there has been improvement. There is now an upward trend for metrics of College Enrollment (64.6%) and College Persistence (57.5%). In addition, the Early College and Career Credentials demonstrate that 82.2% of graduates earning credentials. There are several factors that attribute as to why PMA does not have higher percentages in these SQRP metrics. For example, no credit is given by the Clearinghouse for: students enlisting in the military service, undocumented students because they lack a valid social security number, and admission to one of the United States Military Academies. PMA will continue with the leadership of the PMA PLT to encourage and support students with: scholarships, Bs or Better, GPA, summer transition, dual enrollment, and dual credit. The 5Essentials indicates for the Essential of "Ambitious Instruction" is "Very Strong" (88): "English Instruction (75 - Strong), Math Instruction (80 - Very Strong), Academic Press (99 - Very Strong), [and] Quality Of Student Discussion (99 - Very Strong). The Essential of "Supportive Environment" was "Strong" (76): "School-Wide Future Orientation (86 - Very Strong), Student-Teacher Trust (92 - Very Strong), [and] Expectations For Postsecondary Education (96 - Very Strong)". For this category, the ILT score is 3.

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 Teaching	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 ✓ Presenting college plans from meeting entry ✓ To & Through Toolkit ✓ 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 (CCAP, 2006)
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

PMA teachers demonstrate that they are effective in their instruction of students. During the MOY Instructional Core Effectiveness Walk Through teachers demonstrated aligned instructional practices to PSAT/SAT and the PMA positive shift in SEL culture. Chief Metcalf noted the consistency of the good work at PMA and that he was very impressed by the supportive and distinguished instruction and classroom environments seen during the Walk Through. In the Instructional Core Effectiveness document, the "MOY Chief's Comments about instruction narratives and evidence" are that "PMA has consistently show strong instructional practices". (3.3) Moreover, PMA teachers implement a variety of instructional strategies: DOK, probing questions to promote quality, and extended learning. They also follow the cycle of "teach-assess-adjust" implementing SBG with MTSS and AAI. The PMA ILT has determined that this category will be a CIWP Priority for the 2018-2020 CIWP. Therefore, teachers will continue to focus upon formative and summative Assessment institutionalizing the PMA UbD Assessment Rubric. PMA teachers will also have the opportunity for improvement through the PMA Cycle of 4 Teacher Collaboration. The 5Essentials indicates for the Essential of "Ambitious Instruction" is "Very Strong" (88): "English Instruction (75 - Strong), Math Instruction (80 - Very Strong), Academic Press (99 - Very Strong), [and] Quality Of Student Discussion (99 - Very Strong). The Essential for "Effective Leaders" is "Very Strong" (89), with "Program Coherence (99 - Very Strong), Teacher-Principal Trust (79 - Strong), Teacher Influence (77 - Strong), [and] Instructional Leadership (99 - Very Strong)"; "Collaborative Teachers" = 94 "very strong". The Essential of "Supportive Environment" was "Strong" (76): "School-Wide Future Orientation (86 - Very Strong), Student-Teacher Trust (92 - Very Strong), [and] Expectations For Postsecondary Education (96 - Very Strong)". For this category, the ILT score is 2.

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"> ✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> 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 Evaluates 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:

Score

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

1 2 3 4

At PMA, “Balanced Assessment and Grading” is supported through differentiation based upon data driven assessments. PMA teachers utilize Mastery Manager Assessment and Assignment Builder, which tracks student mastery on various standards, CCSS, and NGSS, and PSAT/SAT Skills Insight Score Ranges. Moreover, Mastery Manager supports “Balanced Grading and Assessment” allowing teachers to efficiently and effectively monitor student academic progress, standardized assessment data, and formative assessment data. Thus, PMA teachers utilize PSAT/SAT data and classroom student data to design assessments that are aligned to the students’ skill levels. Assessments are also modified and designed to provide supplemental resources for MTSS and to support the needs of Divers Learners and English Language Learners. During the 2017-2018, PMA teachers used the data results from two Academic Approach test administrations based upon the PSAT/SAT. The ILT gave this category a score of 2 and will make it a CIWP Priority for the 2018-2020 CIWP. PMA ILT and teachers will continue to implement the PMA UbD Assessment Rubric based upon the advice from the MOY N6 Walk Through. In addition, in the Instructional Core Effectiveness document, the “MOY Chief’s Comments about grading and assessment narratives and evidence” are that “Continue the great work you are doing PMA. To strengthen you evidence, provide samples of completed rubrics as evidence.” PMA will also pilot the CBE pilot program through the PMA English department in English I, which will ensure that students are graded according competency-based skill mastery. The 5Essentials indicates for the Essential of “Ambitious Instruction” is “Very Strong” (88): “English Instruction (75 - Strong), Math Instruction (80 - Very Strong), Academic Press (99 - Very Strong), [and] Quality Of Student Discussion (99 – Very Strong).

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	
	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.c. Selecting Learning Objectives 1.e. Designing Student Assessment 3.d. Using Assessment in Instruction 4.a. Reflecting on Teaching & Learning 4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ 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

For almost three years, PMA has instituted SBG aligned with MTSS. During the 2017-2018 school year, the MTSS/SEL Team was formalized, and the Team decided under the leadership of the new Commandant to place a special emphasis upon restorative conversations at all levels. At PMA the evidence for MTSS indicates that student growth and attainment for Tier 2 and 3 students is directly the result of a positive school culture aligned with the necessary system of supports in the areas of academics, behavior and SEL. At PMA, there are progress monitoring systems and menus of interventions in Gradebook for teachers to use to help them to begin to meet the needs of students. In addition, PMA Teachers have differentiated learning environments taking into consideration Illinois Standards for SEL, WIDA, and AAI. PMA teachers also make adjustments for students to and implement various retake strategies that ensure students are given every opportunity to demonstrate growth and attainment. The CIWP Category of "Multi-Tiered Systems of Support" will continue to be a CIWP Priority for the 2018-2020 CIWP, and the ILT gave it a score of 3. The 5Essentials indicates for the Essential of "Ambitious Instruction" is "Very Strong" (88): "English Instruction (75 - Strong), Math Instruction (80 - Very Strong), Academic Press (99 - Very Strong), [and] Quality Of Student Discussion (99 - Very Strong). The Essential of "Collaborative Teachers" performance is "Very Strong" (94). The following indicators "Collaborative Practices", "Collective Responsibility", "Quality Professional Development", and "Teacher-Teacher Trust" are all "Very Strong" (99). Further, the Essential of "Effective Leaders" is "Very Strong" (89), with "Program Coherence (99 - Very Strong), Teacher-Principal Trust (79 - Strong), Teacher Influence (77 - Strong), [and] Instructional Leadership (99 - Very Strong)"; "Collaborative Teachers" = 94 "very strong".

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

1. PMA has a culture of high expectations for all stakeholders. During the 2017-2018 school year, the effort on behalf of the school's Commandant along with the PMA to emphasize and support restorative conversations and SEL shifted the PMA culture from punitive to restorative. As a result of this shift, PMA saw a significant reduction in suspensions. More time was spent proactively on developing relationships and community through restorative practices. Students participated in various SEL presentations and interventions that helped them improve and attain student achievement. PMA has a constant focus upon the positive climate and culture of the school. PMA has also established an AP culture where AP classes are available for grades 9-12, and PMA students enroll in at least 1 AP class before they graduate from PMA. Honor classes are available for grades 9 and 10. The culture of learning is evident in the school's instituted practices of "Cadet of the Month" for grades 9-12, "Cadet Creed", National Honor Society, school assemblies that honor student achievement, and dual credit/enrollment opportunities. PMA will continue to focus upon the District initiative of Bs or Better. The PMA MTSS/SEL Team regularly and implements the PSP reviewing data every 5 weeks to evaluate student data that includes Gradebook D and F rates, PSAT/SAT scores, student attendance, and restorative conversation referrals. ALL PMA students receive high-quality, differentiated instruction and assessment. PMA provides students with a supportive learning environment. PMA teachers are truly concerned about and committed to ensuring authentic student understanding, learning and growth. PMA also collaborates with community partners to support students' SEL development: Peer Health Exchange at the 9th Grade, Mindful Practices at the 10th Grade, iMentor at the 11th Grade, and 5 + 1 = 20 for grades 9th - 12th. PMA is an exemplary supportive school. The ILT gave a score of 3 for "Culture for Learning. The 5Essentials indicates for the Essential of "Ambitious Instruction" is "Very Strong" (88): "English Instruction (75 - Strong), Math Instruction (80 - Very Strong), Academic Press (99 - Very Strong), [and] Quality Of Student Discussion (99 - Very Strong). The Essential of "Collaborative Teachers" performance is "Very Strong" (94). The following indicators "Collaborative Practices", "Collective Responsibility", "Quality Professional Development", and "Teacher-Teacher Trust" are all "Very Strong" (99). The Essential of "Supportive Environment" was "Strong" (76): "School-Wide Future Orientation (86 - Very Strong), Student-Teacher Trust (92 - Very Strong), [and] Expectations For Postsecondary Education (96 - Very Strong)".

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 (cps.edu/SEL) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

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

1 2 **3** 4

For the CIWP category of “Relational Trust”, 2017 5Essentials indicates that PMA has a “Very Strong Culture and Climate” with high response rate for both students (93.6%) and teachers (97.2%). The Essential of “Collaborative Teachers” performance is “Very Strong” (94). The following indicators “Collaborative Practices”, “Collective Responsibility”, “Quality Professional Development”, and “Teacher-Teacher Trust” are all “Very Strong” (99). The Essential of “Supportive Environment” was “Strong” (76): “School-Wide Future Orientation (86 – Very Strong), Student-Teacher Trust (92 - Very Strong), [and] Expectations For Postsecondary Education (96 - Very Strong)”. PMA continues to have members from the local community serve as Safe Passage people for our students. PMA will continue to improve in the areas of “Supportive Environment” and “Collaborative Teachers”. For this category, the ILT gave a score of 3.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cgs.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

PMA is a cadet, student-led college preparatory military academy, with a cadet-run battalion staff. PMA students are provided with opportunities to engage in positive contributions to the school and their communities by participating in decision making that promotes student voice. Students are exposed to engaging and differentiated instruction and learning activities that is individualized to their needs. At PMA, there are over 40 extracurricular clubs and organizations. These extracurricular activities are promoted in various ways such as PA announcements, PMA Website, flyers, and email. PMA students are given every opportunity to join any club or organization that they have an interest in so long as they are academically On Track. There is an active PMA Student Voice Committee that regularly meets to address and help resolve student concerns. The 2017 5Essentials Essential of "Supportive Environment" was "Strong" (76): "School-Wide Future Orientation (86 – Very Strong), Student-Teacher Trust (92 - Very Strong), [and] Expectations For Postsecondary Education (96 - Very Strong)". The ILT gave a score for the category of "Student Voice, Engagement, & Civic Life" of 3.

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"> • MVMS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Sample learning reports and/or reflections of SL projects • Link and curriculum maps, rubric, assessment artifact • 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. Managing Classroom Procedures 2d. Managing Student Behavior
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, CCSS ELA/HS Standards

Safety & Order:

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

Score

1 2 3 4

The 2017 5Essentials indicates that the Essential of "Supportive Environment" is "Strong" (76). However, the specific rating for "Safety" is "Weak" (31). All PMA stakeholders have made concerted efforts to address safety in and around the school. School-wide best practices include the following: Cadet Creed, teachers monitoring hallways, security posted throughout the entire school day, the presence of JROTC instructors and PMA teachers within school hallways during passing times, Command Room, Dean, class leaders, and student-lead discipline. As of April 2, 2018, PMA was invited to host a site visit as the final step in the process to earn the "Exemplary Supportive School Certification". The 2017 5Essentials Essential of "Supportive Environment" was "Strong" (76): "School-Wide Future Orientation (86 – Very Strong), Student-Teacher Trust (92 - Very Strong), [and] Expectations For Postsecondary Education (96 - Very Strong)". The ILT gave the CIWP category of "Safety & Order" a score of 4.

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	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	
	✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and

Score

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.

At PMA, SEL has shifted the school culture and climate from punitive to restorative. As a result of this shift, PMA has seen a significant reduction in suspensions from 6.5% in 2016 to 4% in 2017 according to the 2017 School Progress Report. More time is now spent at PMA to pro-actively develop relationships and community through restorative practices. SEL presentations and interventions have helped students to improve socially and academically. Currently, 97% of freshmen students are on track to graduate. PMA also has an attendance rate above 95%. Moreover, success at PMA involves buy-in and commitment in SEL from all stakeholders. There is a willingness and belief in the implementation of authentic SEL practices begins with PMA's administration and Commandant that is then passed on to staff, students, and families. The 2017 5Essentials Essential of "Supportive Environment" was "Strong" (76): "School-Wide Future Orientation (86 – Very Strong), Student-Teacher Trust (92 - Very Strong), [and] Expectations For Postsecondary Education (96 - Very Strong)". The ILT gave the CIWP category of "Restorative Approaches to Discipline" a score of 4.

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 acknowledgement 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 Evidence	✓ 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.

PMA truly values its parent partnership. A wholehearted effort is made to nurture a strong collaborative relationship with parents that allows for a two-way feedback loop between home and school. PMA utilizes several means of communication between the school and parents: in person meetings, personal phone calls, written notes, ROBO calls (calls, email, text messages), and the PMA Website. All PMA communication is in a multilingual format. In addition, all PMA parents and guardians are cordially invited to all school events including: Homecoming events, Cresting Ceremony, academic award assemblies, extracurricular activities, field trips, and cultural celebrations. The parent Response Rate to the 2017 My Voice My School survey was 60%, indicating "Strong" for "School Community", "Parent-Teacher Partnership" and "Quality of Facilities". Therefore, PMA will continue to build its parent partnership to ensure student growth and achievement. For this the category of "Parent Partnership" the ILT gave a score of 3. The 2017 5Essentials rating for the Essential of "Involved Families" is "Very Strong" (99) with "Teacher-Parent Trust (99 - Very Strong), Parent Involvement In School (99 - Very Strong), [and] Parent Influence On Decision Making In Schools (99 - Very Strong)".

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

Goals

Required metrics (Highschool)

17 of 17 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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My Voice, My School 5 Essentials Survey

PMA will increase the MVMS 5Essentials Survey Student Response rate of 93.6% to 95% by 2018, 97% by 2019, and 99% by 2020. PMA will increase the MVMS 5Essentials Survey Teacher Response rate of 97.2% to 98% by 2018, 99% by 2019, and 100% by 2020. PMA will increase the MVMS 5Essentials Survey Parent Response rate of 60% to 62% by 2018, 64% by 2019, and 66% by 2020. PMA has vested stakeholders with commitment and participation. PMA JROTC instructors will provide support and opportunity for PMA students to complete the MVMS 5Essentials Survey. PMA administration will encourage and provide the opportunity for teachers to complete the MVMS 5Essentials Survey during PMA Cycle of 4. Lastly, The PMA BOG/PAC will be supported and encouraged to take the initiative to increase parent participation and completion of the MVMS 5Essentials Survey.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

PSAT 9 Annual Growth Measure

PMA will demonstrate 90% PSAT 9 Annual Growth Measure by 2018, 90% PSAT 9 Annual Growth Measure by 2019, and 90% PSAT 9 Annual Growth Measure by 2020. PMA will ensure that students have Khan Academy accounts that are linked to the College Board. Students will be administered quarterly, PSAT 9 aligned formative, standards-based assessments that will provide student data necessary for differentiation and adjustment to instruction.

(Blank)

95.00

90.00

92.50

90.00

PSAT 10 Annual Growth Measure

PMA will demonstrate 90% PSAT 10 Annual Growth Measure by 2018, 90% PSAT 10 Annual Growth Measure by 2019, and 90% PSAT 10 Annual Growth Measure by 2020. PMA will ensure that students have Khan Academy accounts that are linked to the College Board. Students will be administered quarterly, PSAT 10 aligned formative, standards-based assessments that will provide student data necessary for differentiation and adjustment to instruction.

(Blank)

87.00

90.00

90.00

90.00

SAT Annual Growth Measure

PMA will demonstrate 90% SAT Annual Growth Measure by 2018, 90% SAT Annual Growth Measure by 2019, and 90% SAT Annual Growth Measure by 2020. PMA will ensure that students have Khan Academy accounts that are linked to the College Board. PMA Teachers will ensure that students are completing official SAT practice in Khan Academy. Students will be administered quarterly, SAT aligned formative, standards-based assessments that will provide student data necessary for differentiation and adjustment to instruction.

(Blank)

94.00

90.00

90.00

90.00

3 yr Cohort(SAT) Growth Measure (this will be a new metric)

PMA will demonstrate 90% SAT 3 yr Cohort(SAT) Growth Measure by 2018, 90% 3 yr Cohort(SAT) Growth Measure by 2019, and 90% 3 yr Cohort(SAT) Growth Measure by 2020. PMA will ensure that students have Khan Academy accounts that are linked to the College Board. Students will be administered quarterly, SAT aligned formative, standards-based assessments that will provide student data necessary for differentiation and adjustment to instruction.

(Blank)

(Blank)

90.00

92.00

90.00

African-American School Growth Percentile SAT11

The PMA African-American School Growth Percentile SAT11 will be 90% by 2018, 90% by 2019, and 90% by 2020. PMA will provide the necessary MTSS supports for African-American students to improve academic achievement and demonstrate growth on the SAT.

(Blank)

(Blank)

90.00

90.00

90.00

Hispanic School Growth Percentile SAT11

The PMA Hispanic School Growth Percentile SAT11 will be 95% by 2018, 95% by 2019, and 95% by 2020. PMA will provide the necessary MTSS supports for Hispanic students to improve academic achievement and demonstrate growth on the SAT.

(Blank)

96.00

95.00

95.00

95.00

English Learner School Growth Percentile SAT11

The PMA English Learner School Growth Percentile SAT11 will be 90% by 2018, 90% by 2019, and 90% by 2020. PMA will provide the necessary MTSS and WIDA supports for Hispanic students to improve academic achievement and demonstrate growth on the SAT.

(Blank)

(Blank)

90.00

90.00

90.00

Diverse Learner School Growth Percentile SAT11

The PMA Diverse Learner School Growth Percentile SAT11 will be 95% by 2018, 95% by 2019, and 95% by 2020. PMA will provide the necessary individualized supports for Diverse Learner students to improve academic achievement and demonstrate growth on the SAT.

(Blank)

(Blank)

95.00

95.00

95.00

Percent Meeting College Readiness Benchmarks

PMA will increase the % of Students Meeting College Readiness Benchmarks, that is PSAT9, PSAT10 and SAT Attainment (9th Grade (PSAT9) 55.3%, 10th Grade (PSAT10) 52.9%, and 11th Grade (SAT) 64.9%) from 57.1% to 59% in 2018, 61% in 2019, and 63% in 2020. PMA will ensure that students have Khan Academy accounts that are linked to the College Board. Students will be administered quarterly, PSAT9, PSAT 10, and SAT aligned formative, standards-based assessments that will provide student data necessary for differentiation and adjustment to instruction.

(Blank)

57.00

59.00

61.00

63.00

Early College and Career Credentials Rate

PMA will increase the Early College and Career Credentials Rate from 82.2 % of graduates earning credentials to 84% in 2018, 86% in 2019, and 88% in 2020. PMA will offer five Dual Credit options in SY 2018-2019; Math 118, Math 140, Math 143, Spanish 101, 102. In addition, students will be encouraged to enroll in CCC Dual Enrollment beginning at the end of their sophomore year. PMA will provide opportunities for students to prepare and complete placement test necessary for enrollment in college credit bearing courses.

89.00

82.00

84.00

86.00

88.00

Freshmen On-Track Rate

The PMA Freshmen On-Track Rate will be 95% by 2019 and 95% by 2020. PMA will provide the necessary individualized supports for freshmen students to demonstrate growth and academic attainment. Through the PMA Cycle of Four 9th Grade Level Team meetings, teachers will engage in ongoing data analysis that will support the District B's or Better initiative. PMA teachers will implement various MTSS Tier I, II, and III interventions, as well as instructional support strategies as after school study halls, tutoring, and reteach/redo/retest to academically empower students.

94.00

96.00

95.00

95.00

95.00

4-Year Cohort Graduation Rate

The PMA 4-Year Cohort Graduation Rate will be 95% by 2019 and 95% by 2020. PMA will invest resources to maintain the 4-Year Cohort Graduation Rate. All PMA staff will partner with parents to provide students with the necessary help and support that they need to ensure students graduate on time. PMA teachers will continue the practice of SBG instruction aligned with MTSS interventions to ensure that each student has every opportunity to attain academic success.

89.00

92.00

95.00

95.00

95.00

1-Year Dropout Rate

PMA will decrease the 1-Year Dropout Rate from .4% to .2% in 2019 and .2% in 2020. PMA will make every effort to invest the resources required to decrease the 1-Year Dropout Rate. All PMA staff will partner with parents to provide students with the necessary help and support that they need to ensure students stay in school. PMA teachers will continue the practice of SBG instruction aligned with MTSS interventions to ensure that each student has every opportunity to attain academic success.

0.00

0.00

0.40

0.20

0.20

College Enrollment Rate

PMA will increase the College Enrollment Rate from 60% to 62% in 2019 and 64% in 2020. The PMA PLT will work together with PMA seniors students and parents to ensure that seniors follow every step to ensure their enrollment into a Match post-secondary option. The PLT will continue to utilize Naviance with all students.

45.00

64.00

60.00

62.00

64.00

College Persistence Rate

The PMA College Persistence Rate will be 60% in 2019 and 60% in 2020. PMA will make every effort to maintain and/or increase this rate following the lead of the PMA PLT. PMA will continue to maintain contact with PMA alumni and host the annual PMA Alumni Day.

65.00	59.00	65.00	60.00	60.00
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Average Daily Attendance Rate

The PMA Average Daily Attendance Rate will be 95% in 2019 and 95% in 2020. PMA is a selective enrollment school that students choose to attend. PMA encourages excellence and accountability on behalf of all PMA stakeholders. PMA students understand that they must be present in order to demonstrate growth and attain academic achievement. PMA will continue to promote incentives and awards for perfect attendance. MTSS Tier II and III interventions and recovery strategies such as attendance contracts, parent conference, and home visits.

95.00	95.00	96.40	95.00	95.00
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Custom metrics

1 of 1 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Student Passing Rate

A PMA priority is to ensure that all students are passing, on track, and attaining ABCs. That is, 91.30 % of PMA students will be on track and demonstrate ABCs by end of SY 2018-2019.

90.59	90.63	90.63	91.30	91.50
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A PMA priority is to ensure that all students are passing, on track, and attaining ABCs. That is, 91.50 % of PMA students will be on track and demonstrate ABCs by end of SY 2019-2020.

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

align, through PMA Cycle of Four data analysis, teacher SB grading practices within instruction, Mastery Manager formative/summative assessments, and PSAT results 1 week prior to every 5-week period throughout the 2018-2020 school year

continuous and authentic Standards-Based balance assessment and grading by PMA teachers

increased:
- % Student Passing Rate
-SQRP PSAT/SAT Growth and Attainment

Tags:

Assessment, Grading, Balanced grading and assessment, Data analysis, Student growth, Student attainment, Standards-based

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

PMA Cycle of Four Meeting Schedule aligned to Monday 1:12 pm dismissal schedule

Mr. Wipachit

Sep 10, 2018 to Jun 20, 2020

Not started

Grade level meetings, Department meetings, Agendas, Minutes

Bi-weekly Gradebook data analysis

All PMA Teachers

Sep 3, 2018 to Jun 20, 2020

Not started

Data analysis

teachers create strategies for student improvement following reteach, redo, and re-access, the focus being competency of skills

All PMA Teachers

Sep 3, 2018 to Jun 20, 2020

Not started

Grading, Instructional strategy, Differentiation

Strategy 2

If we do...

...then we see...

...which leads to...

implement an UbD SB curriculum evidenced by teacher curriculum maps and pacing calendars aligned with MTSS and to CCSS, WIDA, SEL, and ISTE

differentiated and aligned instructional, grading, and assessment teacher practices

increased:
- % Student Passing Rate
-SQRPSAT/SAT Growth and Attainment

Tags:

Curriculum, Curriculum maps, Ubd, Understanding by design, Standards-based, Pacing calendars

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

PMA teachers will submit DRAFTS of their curriculum maps and pacing calendars by the last day of the 2017-2020 school year

PMA Teachers

Jun 20, 2018 to Jun 20, 2020

On-Track

Curriculum maps, Pacing calendars

PMA ILT members will provide feedback and support to teachers regarding their curriculum maps and pacing calendars

Stange, Edwards, Raygoza, Jaji, Cross, Claahsen, Raygoza, Jones, Tobias

Jul 5, 2018 to Aug 24, 2018

Not started

Curriculum maps, Pacing calendars

PMA Teachers Will submit final versions of their curriculum maps and pacing calendars

PMA teachers

Jul 5, 2018 to Aug 31, 2018

Not started

Curriculum maps, Pacing calendars

Teachers will review and update if necessary their curriculum maps at the end of the 1st semester

PMA Teachers

Dec 17, 2018 to Jan 18, 2019

Not started

Pacing calendars, Curriculum maps

PMA ILT members will provide feedback to any teachers that have updated their curriculum maps

Stange, Edwards, Raygoza, Jaji, Cross, Claahsen, Raygoza, Jones, Tobias

Jan 21, 2019 to Feb 8, 2019

Not started

Curriculum maps

PMA Teachers will review and update if necessary their pacing calendars on a quarterly basis

PMA teachers

Oct 1, 2018 to May 17, 2019

Not started

Pacing calendars

PMA ILT members will provide feedback to any teachers that have updated their pacing calendars

Stange, Edwards, Raygoza, Jaji, Cross, Claahsen, Raygoza, Jones, Tobias

Oct 1, 2018 to May 24, 2019

Not started

Pacing calendars

Strategy 3

If we do...

...then we see...

...which leads to...

Aligned UbD SB classroom instruction with MTSS and to CCSS, WIDA, SEL, and ISTE

differentiated instruction and engaged students within the classroom

increased:
- % Student Passing Rate
-SQRP PSAT/SAT Growth and Attainment

Tags:

Instruction, Standards-based instruction, Ubd, Alignment

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

PMA teachers will have prominently displayed daily classroom written agendas

PMA teachers

Sep 4, 2018 to Jun 22, 2019

Not started

Instruction

Teachers will have daily opening procedures such as the "Cadet Creed"

PMA teachers

Sep 4, 2018 to Jun 22, 2019

Not started

Instruction

Teachers will have daily closing procedures such as "exit slips"

PMA teachers

Sep 4, 2018 to Jun 22, 2019

Not started

Instruction

PMA teachers will provide students with differentiated instruction on a daily basis based upon PMA Cycle of Four data deep dives from Mastery Manager and Gradebook assessment data

PMA teachers

Sep 4, 2018 to Jun 22, 2019

Not started

Instruction, Differentiated instruction

PMA teachers will adjust their quarter 2 instruction based upon the results of PSAT assessment data

PMA teachers

Nov 5, 2018 to Feb 1, 2019

Not started

Instruction, Psat

PMA teachers will differentiate instruction based upon the individual needs of students

PMA teachers

Sep 4, 2018 to Jun 22, 2019

Not started

Instruction, Differentiation

Strategy 4

If we do...

...then we see...

...which leads to...

differentiated MTSS interventions within the curriculum, instruction, and balanced assessment and grading

engaged, empowered, and supported students

increased:
- % Student Passing Rate
-SQRP PSAT/SAT Growth and Attainment

Tags:

MTSS, Differentiated instruction

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

PMA Teachers will provide students with Tier I instruction on a daily basis

PMA Teachers

Sep 4, 2018 to Jun 20, 2020

Not started

Tier i instruction

PMA Teachers will review by Department the MTSS Menu of Interventions during teacher institute days at the beginning of the 2017-2018 school year	PMA Teachers	Aug 29, 2018 to Aug 31, 2018	Not started
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MTSS, Menu of interventions

PMA Teachers will add MTSS Tier II and III interventions in Gradebook based upon individual student needs and academic performance	PMA Teachers	Sep 4, 2018 to Jun 22, 2019	Not started
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MTSS, Menu of interventions

PMA Teachers will monitor and adjust accordingly MTSS interventions added into Gradebook for students	PMA Teachers	Sep 4, 2018 to Jun 22, 2019	Not started
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MTSS, Menu of interventions

PMA Teachers will provide enrichment for Tier I students demonstrating mastery of skills (PSAT Green Group)	PMA Teachers	Sep 4, 2018 to Jun 22, 2019	Not started
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MTSS, Enrichment, Tier 1

The MTSS/SEL Team will monitor MTSS interventions on a bi-weekly basis	Jones, Tobias, Tristano, Chyterbok, Urquhart, Fairchild, Matz	Sep 17, 2018 to Jun 22, 2019	Not started
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MTSS, Progress monitoring

The MTSS/SEL Team will track Tier II and Tier III student data every 5 weeks	Jones, Tobias	Oct 8, 2018 to Jun 22, 2019	Not started
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MTSS, Progress monitoring

Action Plan

Strategy 1

NOT STARTED PMA Cycle of Four Meeting Schedule aligned to Monday 1:12 pm dismissal schedule"
 Sep 10, 2018 to Jun 20, 2020 - Mr. Wipachit

Status history



NOT STARTED Jun 05, 2018
Evidence
 Agendas and Minutes

NOT STARTED Bi-weekly Gradebook data analysis"
 Sep 03, 2018 to Jun 20, 2020 - All PMA Teachers

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Teacher Gradebooks, 5-Week Student Passing Rate in CPS Dashboard

NOT STARTED

teachers create strategies for student improvement following reteach, redo, and re-access, the focus being competency of skills"

Sep 03, 2018 to Jun 20, 2020 - All PMA Teachers

Status history



NOT STARTED

Jun 05, 2018

Evidence

Teacher Gradebooks, 5-Week Student Passing Rate in CPS Dashboard

Strategy 2

ON-TRACK

PMA teachers will submit DRAFTS of their curriculum maps and pacing calendars by the last day of the 2017-2020 school year"

Jun 20, 2018 to Jun 20, 2020 - PMA Teachers

Status history



ON-TRACK

Jun 05, 2018

Evidence

Curriculum maps and pacing calendars into Google Drive folder

NOT STARTED

PMA ILT members will provide feedback and support to teachers regarding their curriculum maps and pacing callendars"

Jul 05, 2018 to Aug 24, 2018 - Stange, Edwards, Raygoza, Jaji, Cross, Claahsen, Raygoza, Jones, Tobias

Status history



NOT STARTED

Jun 05, 2018

Evidence

Curriculum maps and pacing calendars into Google Drive folder

NOT STARTED

PMA Teachers Will submit final versions of their curriculum maps and pacing calendars"

Jul 05, 2018 to Aug 31, 2018 - PMA teachers

Status history



NOT STARTED

Jun 05, 2018

Evidence

Curriculum maps and pacing calendars into Google Drive folder

NOT STARTED

Teachers will review and update if necessary their curriculum maps at the end of the 1st semester"

Dec 17, 2018 to Jan 18, 2019 - PMA Teachers

Status history



NOT STARTED

Jun 05, 2018

Evidence

Curriculum maps and pacing calendars into Google Drive folder

NOT STARTED

PMA ILT members will provide feedback to any teachers that have updated their curriculum maps"

Jan 21, 2019 to Feb 08, 2019 - Stange, Edwards, Raygoza, Jaji, Cross, Claahsen, Raygoza, Jones, Tobias

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Curriculum maps and pacing calendars into Google Drive folder

NOT STARTED

PMA Teachers will review and update if necessary their pacing calendars on a quarterly basis"

Oct 01, 2018 to May 17, 2019 - PMA teachers

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Curriculum maps and pacing calendars into Google Drive folder

NOT STARTED

PMA ILT members will provide feedback to any teachers that have updated their pacing calendars"

Oct 01, 2018 to May 24, 2019 - Stange, Edwards, Raygoza, Jaji, Cross, Claahsen, Raygoza, Jones, Tobias

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Curriculum maps and pacing calendars into Google Drive folder

Strategy 3

NOT STARTED

PMA teachers will have prominently displayed daily classroom written agendas"

Sep 04, 2018 to Jun 22, 2019 - PMA teachers

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Internal and Formal Walk Through Look Fors Document; REACH evaluations

NOT STARTED

Teachers will have daily opening procedures such as the "Cadet Creed"

Sep 04, 2018 to Jun 22, 2019 - PMA teachers

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Internal and Formal Walk Through Look Fors Document; REACH evaluations

NOT STARTED

Teachers will have daily closing procedures such as "exit slips"

Sep 04, 2018 to Jun 22, 2019 - PMA teachers

Status history



NOT STARTED

Jun 05, 2018

Evidence

Internal and Formal Walk Through Look Fors Document; REACH evaluations

NOT STARTED

PMA teachers will provide students with differentiated instruction on a daily basis based upon PMA Cycle of Four data deep dives from Mastery Manager and Gradebook assessment data"

Sep 04, 2018 to Jun 22, 2019 - PMA teachers

Status history



NOT STARTED

Jun 05, 2018

Evidence

Internal and Formal Walk Through Look Fors Document; REACH evaluations

NOT STARTED

PMA teachers will adjust their quarter 2 instruction based upon the results of PSAT assessment data"

Nov 05, 2018 to Feb 01, 2019 - PMA teachers

Status history



NOT STARTED

Jun 05, 2018

Evidence

Gradebook

NOT STARTED

PMA teachers will differentiate instruction based upon the individual needs of students"

Sep 04, 2018 to Jun 22, 2019 - PMA teachers

Status history



NOT STARTED

Jun 05, 2018

Evidence

Gradebook; Internal and Formal Walk Through Look Fors Document; REACH evaluations

Strategy 4

NOT STARTED

PMA Teachers will provide students with Tier I instruction on a daily basis"

Sep 04, 2018 to Jun 20, 2020 - PMA Teachers

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Internal and Formal Walk Through Look Fors Document; REACH evaluations

NOT STARTED

PMA Teachers will review by Department the MTSS Menu of Interventions during teacher institute days at the beginning of the 2017-2018 school year"

Aug 29, 2018 to Aug 31, 2018 - PMA Teachers

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Gradebook MTSS Menu of Interventions

NOT STARTED

PMA Teachers will add MTSS Tier II and III interventions in Gradebook based upon individual student needs and academic performance"

Sep 04, 2018 to Jun 22, 2019 - PMA Teachers

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Gradebook MTSS Menu of Interventions

NOT STARTED

PMA Teachers will monitor and adjust accordingly MTSS interventions added into Gradebook for students"

Sep 04, 2018 to Jun 22, 2019 - PMA Teachers

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Gradebook MTSS Menu of Interventions

NOT STARTED

PMA Teachers will provide enrichment for Tier I students demonstrating mastery of skills (PSAT Green Group)"

Sep 04, 2018 to Jun 22, 2019 - PMA Teachers

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

Gradebook

NOT STARTED

The MTSS/SEL Team will monitor MTSS interventions on a bi-weekly basis"

Sep 17, 2018 to Jun 22, 2019 - Jones, Tobias, Tristano, Chyterbok, Urquhart, Fairchild, Matz

Status history



Jun 5

NOT STARTED

Jun 05, 2018

Evidence

NOT STARTED

The MTSS/SEL Team will track Tier II and Tier III student data every 5 weeks*

Oct 08, 2018 to Jun 22, 2019 - Jones, Tobias

Status history



NOT STARTED

Jun 05, 2018

Evidence

MTSS shared Google Sheet Tracker

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 these 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.

Phoenix Military Academy (PMA) will implement a variety of methods to involve parents in the development, 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. The school will continue to work with the Board of Governors (BOG) to communicate, increase the involvement of, and collaborate with PMA parents in order to ensure greater achievement of students. Several of the methods of opportunities for parent and family engagement are: monthly BOG and Parent Advisory Council (PAC) meetings; Diverse Learner Department meetings; Bilingual Advisory Committee (BAC) Meetings; Post-Secondary Leadership Team (PLT); JROTC events, such as the Cresting Ceremony and semester award ceremony; PMA Website; chaperoning school activities/field trips; off-site meetings/training; the receipt of bilingual correspondence through Robocalls (calls, email, and text messages); and Parent Portal training and communication.

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

PMA administration and staff will work together with the BOG and PAC to provide parents with the schedule of dates that includes an annual meeting that is scheduled at a time convenient for parents to inform them of the school's participation in ESSA, Title I programs. At this meeting, parents will be informed of the Title I requirements and of their right to be involved in the Title I programs. PMA will also host additional parental involvement meetings, including BOG and PAC meetings, at different times. PMA will invite and encourage all parents of children participating in ESSA, Title I program(s) to attend these meetings. Parents will be informed about the annual meeting through bilingual correspondence that includes hard copy, Robocall (call, email, and text messages) to them. The date and time of meetings (usually the third Wednesday of the month) will be posted around the school in open areas readily visible to all. Parents will be informed of their child's progress and grade reports at a minimum, every five weeks. All scheduled meetings will be prominently posted at the PMA Website. The projected date of the PMA Title I Annual Meeting and Title I PAC Organizational Meeting is Thursday, September 27, 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.

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

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

PMA will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Moreover, PMA provides assessment data reports to parents regarding the performance of their children in all areas tested as per district guidelines. The Post-Secondary Department, in conjunction with all teachers, allocates an extended period of time to share and explain the data from the assessments to the students. During the same time frame, the assessment data is shared with parents at grade level "Parent Breakfast" Meetings. The Post-Secondary Department makes every effort to contact parents that do not attend a "Parent Breakfast" Meeting, scheduling a time that is convenient for a one-on-one session with them.

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

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

Schools will assist parents of participating 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.

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

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents 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.

PMA provides information, resources, materials, and training to parents to assist them in working with their children to improve their academic achievement. PMA also allocates CIWP as budgeted to support the PAC and increase parental involvement and collaboration. PMA together with the BOG will offer training and resources regarding the more effective use of both the Parent and Student Portals to facilitate parental involvement in their child's academic achievement. Parents will be provided with Room 622 to learn more about education so that they can be partners with the school in their child's education with a library of materials. In addition, parents will attend the annual regional conference (Title I Midwest Conference).

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.

PMA Teachers participate in continuous professional development during PMA's "Cycle of 4" meetings (Mondays at from 1:51 through 2:41 PM). At these meetings, teachers are trained in and collaborate about the value and utility of the contributions of parents and their ability to communicate and work with parents as equal partners in the education of their children. PMA also provides teachers with opportunities to coordinate parent programs and build ties with parents. The PMA administration encourages teachers to increase parental involvement and collaboration in all Multi-Tiered Systems of Support (MTSS) and Social and Emotional Learning (SEL) interventions. In addition, PMA, through the leadership of the Post-Secondary Department (PSD) and PLT, hosts bilingual workshops such as the 9th Grade Parent Workshop, "Surviving PMA Freshmen Year". At this event, all 9th grade teachers participate in an orientation for the parents of all incoming 9th graders and stresses the importance of parental contributions in the education of their children. All PMA teachers and staff participate in the annual parent "Meet-and-Greet" night where parents have access to PMA office staff to address specific questions. Parents then follow their child's schedule during this evening, and they have the opportunity to meet and ask questions of their child's teacher. The PSD and the PLT have also instituted mandatory bilingual parent breakfast meetings at all grade levels based upon the specific needs of students in that particular grade level. Parents also have the opportunities to become active participants at PMA by attending along with teachers; events such as homecoming, NHS ceremony, cresting ceremony, honor roll assemblies, sporting events, high school investigation day, report card pickup, FAFSA completion one-on-one, senior events, BOG, and PAC. Demonstrating both a welcoming, supportive, and nurturing environment, PMA will ensure to invite parents to all events by mail, ROBO calls (call, email, and text), and at the PMA Website.

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.

n/a

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.

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

Policy Implementation Activities

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

In the CIWP, the school identifies current parental 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.)

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

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

PMA will hold parent-teacher conferences in accordance with the CPS District Calendar. During the 2018-2019 school year, there will be two parent-teacher conferences. The first parent-teacher conference will be held in the fall on Thursday, November 15, 2018, and the second parent-teacher conference will be held in the spring on Thursday, April 11, 2019. Parents will be informed in advance of the parent-teacher conferences scheduled during the 2018-2019 school year by mail, Robocalls (calls, email, and text messages), and at the PMA Website.

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

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

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

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

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.

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

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

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

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

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

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

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

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.

One of the primary goals of the PMA administration, teachers, and staff is to promote and champion parental involvement that will lead to increased student achievement during the 2018-2019 school year. PMA will therefore support the BOG and PAC in their efforts to work with all PMA parents and determine goals, establish a timeline of activities, such as monthly BOG and PAC meetings; Diverse Learner Department meetings; BAC meetings; PLT meetings; JROTC events, such as the Cresting Ceremony and semester award ceremony; chaperoning school activities/field trips; and off-site meetings/training. In addition, the BOG and PAC will be given school support to determine the training topics that will increase parent involvement and assist all parents with increasing student academic achievement. Parents will attend the annual regional conference (Title I Midwest Conference).

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day** \$ 0 .00
52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

53405 **Supplies** \$ 1810 .00
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.

53205 **Refreshments** \$ 903 .00
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

54125 **Consultants** \$ 0 .00
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)

54505 **Admission and Registration Fees, Subscriptions and memberships** \$ 0 .00
For Parents use only.

<p>54205</p>**Travel** \$ 903 .00
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.

<p>54565</p>**Reimbursements** \$ 0 .00
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.

<p>53510</p>**Postage** \$ 0 .00
Must be used for parent and family engagement programs only.

53306 **Software** \$ 0 .00
Must be educational and for parent use only.

55005 **Furniture and Equipment** \$ 0 .00
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.