Stephen T Mather High School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Peter Auffant	Principal	pjauffant@cps.edu	Has access
Julie Lyons	Assistant Principal	jnlyons@cps.edu	Has access
Christina Laino	Assistant Principal	cllaino@cps.edu	Has access
Jessica Espinosa	LSC/PAC Chairperson (Parent)	jessica.rlwcc@gmail.com	No Access
Sladana Dobrosavljevic	LSC/PAC Member (Parent)	sladana2002@gmail.com	No Access
Claudia Oros	LSC/PAC Member (Parent)	orosc7@yahoo.com	No Access
Norma Gomez	LSC Member (community)	normapgomez@gmail.com	No Access
John Luster	Teacher/HS Summit Leader	jhluster@cps.edu	Has access
Diane Munoz	Teacher/English Dept. Chair	dlmunoz@cps.edu	Has access
Tharesa Milz	Teacher/PPLC	tlkotthoff@cps.edu	Has access
Teriah Abrams	Teacher/PPLC	tcabrams@cps.edu	Has access
Nilda Barraza	Teacher/PPLC	nvargas3@cps.edu	Has access
Mary Rose O'Shea	Teacher/PPLC	moshea@cps.edu	Has access

Andy James	Teacher/PPLC	bajames@cps.edu	Has access
Peter Iselin	Teacher/PPLC/LSC	pjiselin@cps.edu	Has access
Craig Macfarland	Teacher/PPLC/LSC	cjmacfarland@cps.edu	Has access
Henry Rahana	Teacher/HS Summit	hrahana@cps.edu	Has access

Team meetings

Date	Participants	Topic
05/04/2017		Establish team and purpose
07/27/2017		SEF Review
08/01/2017		Framework Prioritization, Goal Setting
08/03/2017		Strategies, Action Steps
08/28/2017	Whole Staff	Inservice presentation of CIWP to staff
09/13/2017	LSC Meeting	Presentation of CIWP to LSC
11/03/2017	Whole Staff	SID Milestones met to date presented to staff
02/02/2018	Whole Staff	SID Milestones met to date presented to staff
04/11/2018	PPLC, PAC, LSC meeting	Update CIWP (review Priorities, ToA, Milestones)
05/02/2018	PPLC Meeting	PPLC vote to approve SY18-20 CIWP
05/09/2018	LSC Meeting	LSC vote to approve SY18-20 CIWP

School Excellence Framework

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

We believe Mather is at level 3 because most of the characteristics associated with this component are evident for most stakeholders and the Senior Leadership Team is the primary driver of these practices. Strengths include an updated school mission that was written by students and informed by staff, parents and community groups; the mission statement and alignment of school practices are regularly reviewed by staff and parents. Teachers regularly refer to our community as the "Mather Family" and evidence of this culture is reflected in staff interactions and events. The Senior Leadership Team has committed to positive, purposeful and regular meetings with teacher leadership teams (PPLC, PPC, ILT) as well as created new leadership opportunities for teachers to lead school improvement work (Care Team, PLC, Achievement Teams, Student Success Team-FOT, Equal Opportunity Schools-EOS). The ILT serves as an important teacher leadership team, has a stated vision statement, and designs and delivers learning cycles during professional to support a shared understanding of high quality instruction at Mather.

Next steps to improve should include opportunities for students, teachers, and community members to be co-drivers or leadership practices with the Senior Leadership Team. Opportunities should include building shared leadership structures and capitalizing on the leadership skills of more teachers; include intentional opportunities for teachers to participate in leading school improvement to further capitalize on the leadership skills of others and incorporate feedback from stakeholders to improve a sense of collective ownership over school improvement. Additional consideration should be given to the alignment of school instructional program with school mission and learning goals. Regarding MTSS, there are many supports in place for students, which should be clearly identified and present in an organized manner that communicates purpose and allows for review and prioritization of resource allocation. The Senior Leadership Team should review staff feedback from surveys or other qualitative sources, teacher response rates to surveys should consistently be above 90%.

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

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

Instructional Leadership Team:

Score

1   2   **3**   4

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.

> We believe Mather is at level 3 because the ILT meets regularly using an agenda with a clear focus, represents most academic programs in our school, and uses data in the decision making progress.
>
> Next steps to improve should include identifying new members from academic programs not represented, use disaggregated data for priority student groups (DL/ELL), and begin to vet initiatives and strategies on the basis of their direct or proven impact on student learning outcomes. Also, ILT will incorporate teacher feedback (survey, conversations) to identify powerful practices for future professional development (iRounds).

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

Professional Learning:

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

Score

1 2 **3** 4

We believe Mather is at level 3 because even though we have limited resources with regard to time and budget allowances, we have offered staff directed professional development sessions based on the interests of the faculty when time is available (such as at the beginning of the school year). The PD sessions that we have had cover things like UbD, AVID, technology, literacy, best practices, discipline, restorative justice and NGSS phenomenon based learning for our science teachers. We also meet weekly with our achievement teams and have been participating in irounds with the goal of learning how to communicate the purpose of the lesson by observing other teachers using constructive, non-judgemental language. We have been given time to develop strategies and a safe practice space in order develop these strategies. We also excelled at providing PL opportunities directly related to individuals specific needs (CHAMPS training).

Next steps to improve should include sharing feedback on non-REACH and REACH observations. Analyze the overall weak areas in REACH and find specific professional learning that aims to address these needs. We also need to ensure that new teachers should receive a mentor who is a skilled teacher and is a open and collaborative colleague. A sequence of supports will be presented to the staff in order to support our EL population.

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	✓ 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	✓ 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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ 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

We believe Mather is at level 3 because most practices are consistently evident for most teachers and students. We prioritize the allocation of our school budget and resources aligned to the CIWP and to student learning. Specifically, over 99.2% of the SY18 budget was prioritized for staffing that is responsive to student needs and meets CPS instructional time guidelines. The teacher schedule is designed to maximize common prep time for teacher teams. There are multiple opportunities for teachers to assume leadership positions. Through increased outreach to potential service providers, Mather has created meaningful partnerships in academics (CPS CTE, AVID, DEY, College Possible, Goodman Theater, Northwestern University, SAGA, SEED) as well as social emotional learning (Communities in Schools, CPS OSEL, Youth Guidance, MB Charitable Financial, Umoja and Youth Job Core). Teacher and staff are involved in the hiring process. The Professional learning calendar provides time for team building and opportunities to come together as staff to celebrate. Mather has school clerk position dedicated to purchasing and managing the day to day operations of school finances.

Next steps to improve should include opportunities to further align resources with school goals. Specifically, as our programs continue to grow, our budget should reflect prioritization for the needs as identified through data, surveys, and feedback from stakeholders. Specifically, the master program should be reviewed to ensure a the strongest possible alignment of teacher teams with the intention of providing support to students and allow for collaborative time for teachers. To encourage more teacher to take an active role in teacher leadership opportunities, the administration should clarify the purpose and expectations for the opportunities that currently exist. Further, a hiring protocol should be developed which includes multiple stakeholder interviews and a demonstration lesson. Regarding partners, data should be collected that demonstrates the impact of efforts with students. Finally, resources should be reviewed that support a positive climate and working conditions for teaching.

Guide for Aligned Resources

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

- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1 **2** 3 4

We believe Mather is at level 2 because we are very much in the process of thinking about and strengthening existing curricula (e.g., big ideas and tenets of Understanding by Design process), but common curriculum is not yet consistently implemented across content areas.

Next steps to improve should include
Continue Understanding by Design curriculum planning work with course teams (being sure to incorporate opportunities for all learners)
Establishment of vertical alignment teams within content areas
Creation of master curriculum plan
Alignment of curriculum with CPS Content Frameworks, Common Core State Standards, Next Generation Science Standards, WIDA standards, College Board (AP and SAT), SEL standards, state/national standards for the arts, service learning, ISTE, and disciplinary literacy skills,
Designing master teacher schedule that allows for daily common planning time within departments/courses
Professional development to support teachers in integrating
New civics requirements
computer science requirements
Service learning requirements
SEL standards into content classes, not just in advisory spaces
Phenomenon-based learning strategies (Northwestern/Lakeview partnership)
Disciplinary literacy practices
pre-AP approaches in all classes, not just honors courses
Recognition of real-world and out-of-school literacy practices across content areas and subsequent incorporation into curriculum
Examine models of course levels (honors/AP) in terms of grade expectations, content expectations, rigor

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

Instructional Materials:

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

Score

1 **2** 3 4

We believe Mather is at level 2 because our materials are not necessarily reflective of the greater goals of our instruction/curriculum. Materials tend to be course textbooks that are outdated. While teachers would like to incorporate alternative materials, they are restricted by availability of such resources and the time to effectively plan instruction aligned with those resources.

Next steps to improve should include:
Empowering PPLC to make real recommendations for equitable access and distribution of additional materials; ensuring that all instructional material budget requests go through the PPLC
Limit monopolization of instructional materials funding for textbooks
Resource allocation for additional digital technologies
Professional development for teachers regarding the incorporation of up to date digital technologies in the classroom (that truly support instruction--not simply replicating traditional teaching materials with a digital version)
Intentionally identifying and adopting appropriate tools for individual student instructional needs
Procurement and implementation of instructional materials that are tied to Understanding by Design curriculum planning work
Soliciting and responding to student input about instructional materials
Strengthening partnerships between teachers and school librarian in an effort to better utilize existing digital and print resources

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1   2   **3**   4

We believe Mather is at level 3 because: 1) we begin with the belief that all students can learn, we set high expectations for students, and we create structures for students that enable practice and perseverance, 2) student tasks reflect the key shifts in literacy and mathematics and they draw on multiple standards, 3) we create opportunities for students to create authentic work for real audiences to motivate them to meet standards and engage in critique and revision, and 4) have increased time spent completing peer observations,

Next steps to improve should include: 1)working together via Teacher Collaboration Teams ("TCT") to discuss student work and performance, to collaborate on planning, and to learn via peer observations, 2) focusing on ways to re-teach concepts where evidence shows students are not mastering the objectives and reaching standards, 3) finding more time to focus on reviewing student performance data to inform choices around learning strategies, 4) increasing level of rigor in all classes, and 5) increased communication between teachers and counselors when deciding which students should be promoted to honors, dual-credit, and AP classes.

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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ 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

Score

1   2   **3**   4

and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

We believe Mather is at level 3 because the special program (AVID, IT, and Law) place emphasis on post-secondary options for the students. Although these are excellent programs for the school, not all students have access to the programs and opportunities they provide.
Students in the programs are exposed to post-secondary options by participating in college visit, guest speakers from various careers, and paid and unpaid internships. This is about 45% of the school population.

Students not involved in the programs can go to college visits by signing up in the Counselor's Office which is not always effectively communicated. All students review grades in Advisory and review transcripts twice a year to stay on track with graduation requirements. Students are encouraged to pursue post-secondary options and speak to their counselors for guidance.

ALL teachers are encouraged to use AVID Strategies in their classes to help students succeed. Not sure if all teachers are participating and submitting evidence. Strategies may be in use, but teachers may not know how to identify them.

Students in the IT Program have access to certifications (MOS, Photoshop, HTML, JavaScript) for the Career Credentials. Over 90% of the students in the IT Academy obtain two or more certifications while in the program. Students also have the possibility to receive a Career Readiness Certificate by successfully passing the NOCTI Exam based on the program strand (Gaming or Web) in which they are enrolled.

We currently provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to HIgh School Investigation Day, Freshmen Connection program and a Freshmen Orientation Program.

Next steps to improve should include...
College visits should be communicated more effectively. There were several college visits/presentation sponsored by the Counseling Office, but students did not always know about them.
Encourage students to check Google Classroom more for information and updates
Expand Dual Credit Offerings
More communication with parents about post-secondary activities
How to address students that are not in special programs
Have students that struggled share their stories - how did they overcome struggles?

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

Expectations for depth & breadth of Quality Teaching

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

We believe Mather is at level 3 because teachers are involved in the instruction process and looking to improve their practice through the incorporation of formative vs. summative assessment and instructional techniques, collaboration within content areas and across content areas. Evidence for this include inclusion of argument based learning through ACE, Socratic methods of questioning integrated into instruction, TCTs use common assessment results to drive instruction and reteaching. Use of technology (Google Classroom, Kahoot and Khan academy) for instant feedback. We use flexible grouping as a way to enhance a potentially reluctant student's experience with the material. Our group work rubric has gained traction and many teachers incorporate this rubric in their own way in order to hold students accountable for their role in the group work. Our work in irounds this year has led to an increase in teachers communicating the What, How, and Why of their lesson. PSP has led to enhanced and targeted interventions to improve grades.

Next steps to improve should include increasing ELL language acquisition scaffolding using PD on WIDA and understanding ACCESS scores. More scaffolding of instruction to ensure all students including diverse learners and English language learners access complex texts and engage in complex tasks. We could also use a PLC that will institute peer observations so that teachers can see best practices that inform their own teaching. We need to engage in irounds with our departments so that we can focus on content specific high quality instruction. We can use the grade level lunch to intervene with students to correct course early. We have begun, but need to continue to develop a common language about what high quality instruction looks like. UbD team has offered a method of deepening level of instruction and assessment, but we still have a few years to get more of the staff on board and UbD fully implemented. Our training in NGSS phenomenon based learning has just started, but we will need more time and training before this can be seen as a plus. Need to assess our questioning strategies as a staff and see if we can grow in this area.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	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	
	✓ 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

CPS SCHOOL EXCELLENCE FRAMEWORK   10

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

We believe Mather is at level 3 because most practices are consistently evident for some of the students and staff. We have a balanced assessment system and an improving grading policy. Teachers employ multiple formative and summative assessments throughout their lessons and units to supplement district-wide assessments. They utilize SAT, PSAT, REACH Performance Task, and ACCESS assessments in lesson and unit planning as well as assessment creation. Teachers are well on the way to making assessments accessible to all students by employing features of understanding by design and using accommodations and modifications. We have access to and analyze assessment data individually and in TCTs to determine instructional effectiveness and learning needs. Plus, we do have a grading system that communicates student progress and proficiency to all stakeholders

Next steps to improve should include continuing to improve our balanced assessment system and make more of an effort to increase the consistency and fairness of our grading policy. We will employ more features of understanding by design as we continue our professional development on the topic. We should improve and promote assessment literacy as we improve the quality of our formative assessments. We also need to align learning objectives, tasks, and assessments. Most importantly, we need to ensure the consistency and fairness of assessments and grading for all students and that they are not used for punishment, control, or compliance.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership --Grading + Reporting	

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

> We believe Mather is at level 2 because everyday in all classrooms teachers provide instruction in the core curriculum, and teams continue the work of identifying students who are off track and identifying supports to provide these students; however, we need to develop and communicate a consistent system for all students in all tiers and identify gaps in current implementations.
>
> Next steps to improve should include progress monitoring of outside programs providing supports in the school (BAM, SAGA tutors, etc.) and ensuring those outside programs are using common progress monitoring tools and provide feedback to staff, and being proactive in identifying students at-risk and identifying supports for those students to ensure they remain on-track.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	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 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:

Score

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."

1   **2**   3   4

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.

We believe Mather is at level 2 because: 1) we clearly display school-wide expectations for academic and personal successes (e.g., use of Mather mission statement in a variety of ways), 2) we set high expectations according to grade-appropriate learning objectives (e.g., lesson plans that reflect differentiated instruction or learning outcomes), 3) we provide students with frequent, informative feedback regarding their performance (e.g., Ranger Reports, progress reports, eligibility lists, etc.), 4) we work to develop academic mindsets and behaviors during regular class time and through weekly advisory lessons, and 5) we recognize student successes through celebrations in advisory (e.g., attendance certificates, honor roll certificates, freshmen assemblies, etc.)

Next steps to improve should include: 1) having students create individual learning goals and having staff inspire students to stay committed to those goals, 2) creating a culture that reflects a shared belief in the importance of learning and hard work, 3) differentiating expectations so all students stretch to not only meet but exceed personal learning goals, 4) encouraging students to take ownership and pride in their work, 5) increase students' sense of belonging by having more students and staff participate in Ethnic Fest, and 6) increasing number of teachers trained in strong classroom management strategies (i.e., CHAMPS, etc.).

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
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	
✓ 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:

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

Score

1   2   **3**   4

the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

We believe Mather is at level 3 because Mather has a strong Emoja lessons in our homerooms, NHS mentoring program, After school teacher's tutoring, Student A-team, student voice committee. Social committee is working connecting with staff in and out of the building. We have PPLC, PLC, Achievement Team, LSC. 75% of students feel that they can go with one adult in the building if they needed help.

Mather also is level 3 because it embraces diversity through the Ethnic Fest. Which is one of our mission statement values "Mather High School is a global family in a neighborhood community, educating students in a safe, nurturing, and intellectually challenging environment. Through collaborative and meaningful experiences, our students develop compassion, creativity, wisdom, perseverance and integrity to make a positive impact in Chicago and beyond."

Next steps to improve should include…
We need to help teachers establish meaningful relationships with students
We need to establish strong norms
We need to connect with all students.
We need to create meaningful activities with students' background and styles of learning in mind to reflect individual differences
We need to engage students' voice in our school's equity work and moving the culture of Mather to one that reflects our mission statement. For example, are we connecting our curriculum with other classes? Are we making sure that what our students learn in our classrooms is transfers to their community and outside?
We need to offer training for parents to engage them in our school
We need to show students' voice in our curriculum, in our everyday lessons.
We need to training for teachers about how trauma affects students in the classroom.
Provide training to engage community and parents
Ethnic Fest shows how Mather embraces and welcomes diversity.
We need more opportunities to truly collaborate, Cross curriculum lessons, team-building exercises
Trust: we need strong diverse teams that reflect our diverse community of teachers/leaders, to build community.
We need to establish clear communication about what each Team doing
We need ONE common goal that is achievable
--Attendance challenge, retreats non-academic interactions.
15. Students' voice: Having the space to express what they like and what they want in their school. They are working on developing Relational Trust, PD for the fall.
16. Teacher's voice, surveys should be provided but also time to do them (during meetings).

What captures students attention these days, (student: Sunny Li). establish a competitive GPA average, competitive, homeroom to achieve first class will motivate people. Dunkin donuts, coffee students like it.

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

We believe Mather is at level 3 because Mather students are interested and engaged in their learning through the variety courses & programs (LAW, CTE, dual credit, AP, AVID), NHS,Umoja, Acadec, Acadec, SEED, Louder Than a Bomb, Arts Festival, senior luncheon, and other clubs/sports...etc. Other curriculum based projects include Poetry Outloud, Book Fair, Goodman Program, and One Act Plays. Mather students are also invested and have a voice and take informed action through the Student Voice Committee, Student Council, Mikva and taking the "My Voice, My School" survey. Mather ensures that students are contributing to the community through staff and student collaborated service learning experiences/requirements through service learning opportunities and other programs such as PAWS club drive, Empty Bowls Dinner with donations going to two local food banks, Toys for Tots, and the Refugee clothing and hygiene drive which goes to our large ELL population.

Next steps to improve should include…

Increase student knowledge and participation in civic duties and voter education.
Create participation data of clubs, and sports to help better support extra-curricular needs.
Intentionally increase multiple viewpoints in reading and multiple audiences in writing (other than teachers) within curriculum development.
Encourage teachers to incorporate writing for audiences relevant to the state, city, and local area.
Emphasize staff to personalize with learning to their needs and interests or that questioning and inquiry are skills students should embrace.
Create more opportunities for students to lead school improvement initiatives.
Create opportunities for collaborative opportunities across disciplines and grade levels to align and embed civic skills and content as a school wide event. (New Civics course to help with the implementation of civic practices within the student body.)

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	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1   **2**   3   4

> We believe Mather is at level 2 because most practices are evident for some of the students. The school has implemented Social Justice actions in combination with the SCC, although consequences are not often in a timely fashion if/or applied at all. Safety Plans have been put in place to help students not conflict while transitioning, yet adds more responsibility to the teacher and less instructional time for all involved.
> Next steps to improve must include the assurance of safety to adults in the building. Students will not feel safe if the adults in the building do not feel safe. Addition of Consistent Enforcements of infractions throughout the entire Mather Community need to be continued.

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	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
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 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.

Score

1 **2** 3 4

We believe Mather is at level 2 because a few of the practices are consistently evident for some of the students and staff. We have and implement policies and procedures that emphasize proactive, instructive, and restorative approaches to discipline. The Student Support Center is leading the response to behaviors with consistent restorative practices and procedures. Teachers are attempting restorative conversations with students. We integrate universal SEL skills instruction by teaching competences outlined in SEL Standards in our advisory lessons. Groups like the Attendance Team as well as individual teachers have reinforced positive behaviors.

Next steps to improve should include making Mather a school characterized by strong and consistent school and classroom climates. Teachers need more training and support on restorative conversations and responses to behavioral incidents. We need to integrate universal SEL skills instruction in our core content. The school and individual teachers can do more to engage families as partners as we contact them more frequently to inform them of positive student behavior and progress.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

Parent and Family Partnership:

Score

1 **2** 3 4

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.

We believe Mather is at level 2 because few of the practices that make up this component result in the meaningful engagement of parents as partners. Outside of report card pick up nights and recruitment events, few parents attend scheduled meetings and workshops. Strengths in this area include a welcoming environment that is warm, inviting and helpful; and active PAC and LSC. The parent leaders of these school organizations take an active role in school functions and regularly attend school events; they have stated a desire to improve the current state of parent partnerships at Mather.

Next steps to improve should include the creation of a Mather Parent Handbook that outlines key school information and parent responsibilities and should be translated into many languages and made readily available in the main office and online. School stakeholders should review current community partnerships and match services to identified parent needs. To improve communication efforts with parents, a process needs to be identified to send monthly communications with parent and community groups, translated in many languages.

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

School Excellence Framework Priorities

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

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
My Voice, My School 5 Essentials Survey					
(No option to state a goal). Our goal is to reach the Well Organized level as measured on the SY19 5essentials Survey.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
PSAT 9 Annual Growth Measure					
Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric.	*(Blank)*	54.00	65.00	70.00	75.00
PSAT 10 Annual Growth Measure					
Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric.	*(Blank)*	54.00	65.00	70.00	75.00
SAT Annual Growth Measure					
Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric.	*(Blank)*	38.00	45.00	52.00	60.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric.	*(Blank)*	*(Blank)*	65.00	70.00	75.00
African-American School Growth Percentile SAT11					
We have not had enough students in this subgroup for scores in previous years	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic School Growth Percentile SAT11					
Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric.	*(Blank)*	30.00	35.00	40.00	50.00
English Learner School Growth Percentile SAT11					
We have not had enough students in this subgroup for scores in previous years	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner School Growth Percentile SAT11					
We have not had enough students in this subgroup for scores in previous years	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Percent Meeting College Readiness Benchmarks					
Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric.	*(Blank)*	42.00	45.00	50.00	55.00

Early College and Career Credentials Rate

| Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric. | 36.00 | 38.00 | 40.00 | 42.00 | 45.00 |

Freshmen On-Track Rate

| Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric. | 76.00 | 76.00 | 80.00 | 90.00 | 92.00 |

4-Year Cohort Graduation Rate

| Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric. | 72.00 | 76.00 | 75.00 | 80.00 | 85.00 |

1-Year Dropout Rate

| Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric. | 6.00 | 5.00 | 2.00 | 2.00 | 2.00 |

College Enrollment Rate

| Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric. | 66.00 | 65.00 | 66.00 | 70.00 | 75.00 |

College Persistence Rate

| Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric. | 78.00 | 79.00 | 86.00 | 88.00 | 90.00 |

Average Daily Attendance Rate

| Incremental growth is based on previous performance in this area relative to the distance from the next threshold and school wide efforts to address this metric. | 90.00 | 91.00 | 92.00 | 92.50 | 93.00 |

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If Mather HS stakeholders develop and maintain a high level of relational trust between all members of the Mather community,	then Mather HS stakeholders will clearly and consistently communicate and embody high expectations, exhibit positive personal and behavioral interactions	which lead to a WELL ORGANIZED rating on the 5essentials survey.

Tags:
Culture for learning, Culture and climate

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Develop a team of staff and students to design/determine school wide behavioral expectations, determine a communication plan, and determine how often to meet to monitor progress and make adjustments	(Blank)	select	On-Track

Action step	Responsible	Timeframe	Status
Identify team members and meeting schedule	(Blank)	select	Not started
Team determines school wide behavioral expectations / norms	(Blank)	select	Not started
Team designs an implementation plan to communicate, model, and monitor the plan	(Blank)	select	Not started
SVC (Student Voice Committee) identifies and researches issues of relevance to the school and works together to propose / advocate for solutions	(Blank)	select	Not started
SVC issues a newsletter and determines a regular cadence for issuance	(Blank)	select	Not started
Students initiate and lead school improvement initiatives	(Blank)	select	Not started
Provide a professional development session for teachers on restorative practices	Administrative team	Aug 27, 2018 to Aug 31, 2018	Completed
Student Service Center (SSC) and the Administrative Team implement restorative practices lessons into advisory lessons	(Blank)	Sep 3, 2018 to Jun 20, 2019	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
If Mather HS stakeholders prioritize instructional and non-instructional time to allow for common planning, the organization and implementation of a student support protocol, and utilize teacher-driven peer observation	then ALL Mather stakeholders will use high level instructional strategies to meet the need of all students and promote self-directed, lifelong learning	which leads to an increase in student achievement growth and attainment as measured by spring PSAT 9/10 and SAT assessments.

Tags:
Instructional planning

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Develop a master schedule that allows time for common planning between colleagues for discussions regarding curriculum maps, unit maps, common assessments, student work, etc. (e.g., TCTs, departments, cross-curricular teams)	PPLC	Jul 1, 2018 to Jun 30, 2020	Not started
Clarify expectations around common planning time during TCT meetings	Principal, PPLC	May 21, 2018 to Aug 31, 2018	Not started
Quarterly, TCTs will use a student work protocol to determine effectiveness of TCT instructional planning	TCT members	Aug 28, 2018 to Jun 30, 2020	Not started

Action step	Responsible	Timeframe	Status
Design & implement lessons that allow for multiple access points for students (including ELL/DL) by incorporating a variety of instructional strategies	TCT members	Aug 28, 2018 to Jun 30, 2019	Not started
Create, resource and progress monitor a student-centered support protocol/flow-chart that involves administrators, teachers, counselors, social workers, dean, etc. to ensure that students-in-need receive instructional and SEL support from appropriate stakeholders.	SLT, PPLC, PPC	Jul 1, 2018 to Jun 30, 2020	Not started
Develop a comprehensive student support protocol	CARE Team	Aug 27, 2018 to Nov 2, 2018	Not started
Evaluate the student outcomes based on the student support protocol and adjust plans as needed	*(Blank)*	select	Not started
Utilize teacher-driven peer observations to advance understanding of high-leverage instructional practices (e.g., TCTs, departments, cross-curricular teams)	Principal, PPLC	Jul 1, 2018 to Jun 30, 2020	Not started
ILT will design and deliver 2 Learning Cycles each year which include iRounds focused on Powerful Practices allowing for peer observations and reflection. Teachers will demonstrate use of the powerful practice during instruction.	ILT, PPLC	Jul 1, 2018 to Jun 30, 2019	Not started
Teachers will engage in peer observations (iRounds) centered around AVID strategies to increase rigor and incorporate higher levels of thinking.	ILT, PPLC	Aug 28, 2018 to Jun 30, 2019	Not started
Allow for TCT, Department specific peer observations (iRounds) to learn and reflect on teaching strategies (during TCT meetings)	TCT Leads, PPLC	Aug 28, 2018 to Jun 30, 2019	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
If Mather HS teachers intentionally and regularly examine the curriculum to check alignment to standards and opportunities for all students to meet those standards,	then ALL Mather HS students will have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom	an increase in student achievement growth and attainment as measured by spring PSAT 9/10 and SAT assessments.

Tags:
Instructional delivery

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Teachers will create (or update) a curricular scope and sequence by the end of the first quarter	*(Blank)*	Aug 27, 2018 to Nov 9, 2018	Not started

Establish a process for understanding CCSS & NGSS and the instructional shifts they represent	Admin team	Aug 27, 2018 to Nov 9, 2018	Not started
Utilize the Problem Solving Process (PSP) to examine TCT alignment and results (data)	(Blank)	select	Not started
Align units of instruction (horizontally and vertically) to scope and sequence maps and pace units and lessons appropriately	(Blank)	Aug 27, 2018 to Jun 19, 2020	Not started
Establish purpose and vision for Vertical Teams	(Blank)	select	Not started
Vertical teams will identify and communicate a clear purpose for learning	(Blank)	select	Not started
Teachers will understand and implement UbD stages 1-3	(Blank)	Aug 27, 2018 to Jun 19, 2020	Not started
Through PD, establish a common understanding and implementation of DL/WIDA/ACCESS/EL strategies	(Blank)	select	On-Track
Establish an AP teacher team to develop a common understanding of rigor	(Blank)	select	Not started
Integrate pre-AP strategies into scope and sequence to prepare all students for potential AP work	(Blank)	select	Not started
Establish a structure that allows 100% of students to experience real world applications outside of the classroom	(Blank)	select	Not started
Build a focus team to research and explore STEAM programming	(Blank)	select	Not started
Continue partnerships with Northwestern, North Park, etc	(Blank)	Aug 27, 2018 to Jun 19, 2020	Not started
Continue to develop and support of AVID and current CTW programs (Law & IT)	(Blank)	Aug 27, 2018 to Jun 19, 2020	Not started
Develop and support new CTE programs such as proposed engineering program	(Blank)	select	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
If Mather HS staff provide proactive communication and solicit the support and engagement of families as partners,	then we will see meaningful parent and family engagement and a sense of shared responsibility for the growth of students	which leads to increase sense of parent engagement in the life of the school as measured by the 5essentials survey administered annually.

Tags:
Parent engagement

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Review sample school parent handbooks to identify characteristics to include in a new parent handbook	Principal, PAC Leadership	select	Not started

Parent resources

Action step	Responsible	Timeframe	Status
Approve a final draft of the parent handbook for distribution prior to the beginning of SY19	Principal	Jul 16, 2018 to Aug 31, 2018	Not started
Post the handbook to the school website prior to the beginning of SY19	Principal, PAC Leadership	Jul 2, 2018 to Aug 31, 2018	Behind
Schedule end of year review to identify improvements	(Blank)	Apr 1, 2019 to Jun 30, 2019	Not started
Review and evaluate current school partnerships (needs: clinic, ESL, citizenship, GED, computers)	(Blank)	Jul 2, 2018 to Jun 30, 2019	Not started
Design and administer parent survey to gauge participation interest	(Blank)	select	Not started
Set up a meeting with the partner to discuss what opportunities they have for parents (citizenship classes, ESL classes, etc.)	(Blank)	select	Not started
Create a calendar for parent classes prior to the start of the school year	(Blank)	select	Not started
Establish a format for a monthly newsletters to parents using an electronic platform like MailChimp	(Blank)	select	Not started
Send monthly newsletters to families and the community to communicate school celebrations, events, and opportunities for participation.	(Blank)	Sep 3, 2018 to Jun 30, 2019	Not started

Action Plan

Strategy 1

ON-TRACK

Develop a team of staff and students to design/determine school wide behavioral expectations, determine a communication plan, and determine how often to meet to monitor progress and make adjustments"

-

Status history

| 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct | 22. Oct | 5. Nov |

ON-TRACK   Nov 06, 2018
Evidence
A school culture and climate team was re-established. They have met twice since November 15th-Dec 4th.

Two teacher leaders have been identified, meetings happen at regular intervals.

The Culture and Climate Team will take the survey and administer to their students before the holiday break.

Current areas of focus are in the 5e areas of Effective Leadership and Relational Trust (school wide expectations).

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Identify team members and meeting schedule"

-

Status history
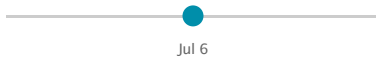
Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Team determines school wide behavioral expectations / norms"

-

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Team designs an implementation plan to communicate, model, and monitor the plan"

-

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED

SVC (Student Voice Committee) identifies and researches issues of relevance to the school and works together to propose / advocate for solutions"

-

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   SVC issues a newsletter and determines a regular cadence for issuance"

-

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Students initiate and lead school improvement initiatives"

-

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

COMPLETED   Provide a professional development session for teachers on restorative practices"

Aug 27, 2018 to Aug 31, 2018 - Administrative team

Status history

9. Jul   16. Jul   23. Jul   30. Jul   6. Aug   13. Aug   20. Aug   27. Aug

COMPLETED   Aug 30, 2018
Evidence
AP led session on restorative practices during staff development week.

NOT STARTED   Jul 06, 2018
Evidence
agenda & lesson plan for restorative practice PD

NOT STARTED   Student Service Center (SSC) and the Administrative Team implement restorative practices lessons into advisory lessons"

Sep 03, 2018 to Jun 20, 2019 -

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence
agenda, lesson plan, and schedule of restorative practice lessons

Strategy 2

NOT STARTED
Develop a master schedule that allows time for common planning between colleagues for discussions regarding curriculum maps, unit maps, common assessments, student work, etc. (e.g., TCTs, departments, cross-curricular teams)"

Jul 01, 2018 to Jun 30, 2020 - PPLC

Status history

Jul 6

NOT STARTED	Jul 06, 2018

Evidence

Master Schedule, PPLC meeting minutes, common unit maps, assessments and student work.

NOT STARTED	Clarify expectations around common planning time during TCT meetings"

May 21, 2018 to Aug 31, 2018 - Principal, PPLC

Status history

●
Jul 6

NOT STARTED	Jul 06, 2018

Evidence

In Service Agenda, PPLC meeting minutes

NOT STARTED	Quarterly, TCTs will use a student work protocol to determine effectiveness of TCT instructional planning"

Aug 28, 2018 to Jun 30, 2020 - TCT members

Status history

●
Jul 6

NOT STARTED	Jul 06, 2018

Evidence

TCT agenda minutes

NOT STARTED

Design & implement lessons that allow for multiple access points for students (including ELL/DL) by incorporating a variety of instructional strategies"

Aug 28, 2018 to Jun 30, 2019 - TCT members

Status history

●
Jul 6

NOT STARTED	Jul 06, 2018

Evidence

Lesson Plans, Unit Plans

NOT STARTED

Create, resource and progress monitor a student-centered support protocol/flow-chart that involves administrators, teachers, counselors, social workers, dean, etc. to ensure that students-in-need receive instructional and SEL support from appropriate stakeholders."

Jul 01, 2018 to Jun 30, 2020 - SLT, PPLC, PPC

Status history

●
Jul 6

NOT STARTED	Jul 06, 2018

Evidence

Organizational (Team) Chart, list of team purpose with member roles and responsibilities

NOT STARTED	Develop a comprehensive student support protocol"

Aug 27, 2018 to Nov 02, 2018 - CARE Team

Status history

●
Jul 6

NOT STARTED	Jul 06, 2018

Evidence

Support Protocol on paper

NOT STARTED

Utilize teacher-driven peer observations to advance understanding of high-leverage instructional practices (e.g., TCTs, departments, cross-curricular teams)"

Jul 01, 2018 to Jun 30, 2020 - Principal, PPLC

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence
Peer observation schedules, artifacts; Professional Learning agendas

NOT STARTED

ILT will design and deliver 2 Learning Cycles each year which include iRounds focused on Powerful Practices allowing for peer observations and reflection. Teachers will demonstrate use of the powerful practice during instruction."

Jul 01, 2018 to Jun 30, 2019 - ILT, PPLC

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence
ILT meeting agendas, cycle calendar, cycle work product

NOT STARTED

Teachers will engage in peer observations (iRounds) centered around AVID strategies to increase rigor and incorporate higher levels of thinking."

Aug 28, 2018 to Jun 30, 2019 - ILT, PPLC

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence
iRounds schedules, PL agendas

NOT STARTED   Allow for TCT, Department specific peer observations (iRounds) to learn and reflect on teaching strategies (during TCT meetings)"

Aug 28, 2018 to Jun 30, 2019 - TCT Leads, PPLC

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence
TCT meeting agendas and minutes, iRounds schedule

NOT STARTED   Evaluate the student outcomes based on the student support protocol and adjust plans as needed"

-

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

Strategy 3

NOT STARTED Teachers will create (or update) a curricular scope and sequence by the end of the first quarter"

Aug 27, 2018 to Nov 09, 2018 -

Status history

Jul 6

NOT STARTED Jul 06, 2018
Evidence
Scope and sequence document

NOT STARTED Establish a process for understanding CCSS & NGSS and the instructional shifts they represent"

Aug 27, 2018 to Nov 09, 2018 - Admin team

Status history

Jul 6

NOT STARTED Jul 06, 2018
Evidence

NOT STARTED Utilize the Problem Solving Process (PSP) to examine TCT alignment and results (data)"

-

Status history

Jul 6

NOT STARTED Jul 06, 2018
Evidence

NOT STARTED Align units of instruction (horizontally and vertically) to scope and sequence maps and pace units and lessons appropriately"

Aug 27, 2018 to Jun 19, 2020 -

Status history

Jul 6

NOT STARTED Jul 06, 2018
Evidence

NOT STARTED Establish purpose and vision for Vertical Teams"

-

Status history

Jul 6

NOT STARTED Jul 06, 2018
Evidence

NOT STARTED Vertical teams will identify and communicate a clear purpose for learning"

-

Status history

Jul 6

NOT STARTED | Jul 06, 2018
Evidence
Professional learning agendas, calendar; TCT minutes and common assessments

NOT STARTED | Teachers will understand and implement UbD stages 1-3"

Aug 27, 2018 to Jun 19, 2020 -

Status history

Jul 6

NOT STARTED | Jul 06, 2018
Evidence

ON-TRACK | Through PD, establish a common understanding and implementation of DL/WIDA/ACCESS/EL strategies"

-

Status history

Jul 6

ON-TRACK | Jul 06, 2018
Evidence
Professional learning calendar, AVID Site Team meeting minutes, evidence of practices in instruction.

NOT STARTED | Establish an AP teacher team to develop a common understanding of rigor"

-

Status history

Jul 6

NOT STARTED | Jul 06, 2018
Evidence

NOT STARTED | Integrate pre-AP strategies into scope and sequence to prepare all students for potential AP work"

-

Status history

Jul 6

NOT STARTED | Jul 06, 2018
Evidence
Scope and sequence for each course

NOT STARTED | Establish a structure that allows 100% of students to experience real world applications outside of the classroom"

-

Status history

Jul 6

NOT STARTED | Jul 06, 2018
Evidence

NOT STARTED   Build a focus team to research and explore STEAM programming"

-

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Continue partnerships with Northwestern, North Park, etc"

Aug 27, 2018 to Jun 19, 2020 -

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Continue to develop and support of AVID and current CTW programs (Law & IT)"

Aug 27, 2018 to Jun 19, 2020 -

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Develop and support new CTE programs such as proposed engineering program"

-

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

Strategy 4

NOT STARTED   Review sample school parent handbooks to identify characteristics to include in a new parent handbook"

- Principal, PAC Leadership

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence
Completed parent handbook

NOT STARTED   Approve a final draft of the parent handbook for distribution prior to the beginning of SY19"
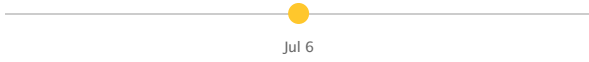
Jul 16, 2018 to Aug 31, 2018 - Principal

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

BEHIND   Post the handbook to the school website prior to the beginning of SY19"

Jul 02, 2018 to Aug 31, 2018 - Principal, PAC Leadership

Status history

Jul 6

BEHIND   Jul 06, 2018
Problem
Root Cause
Next steps

NOT STARTED   Schedule end of year review to identify improvements"

Apr 01, 2019 to Jun 30, 2019 -

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Review and evaluate current school partnerships (needs: clinic, ESL, citizenship, GED, computers)"

Jul 02, 2018 to Jun 30, 2019 -

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Design and administer parent survey to gauge participation interest"

-

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Set up a meeting with the partner to discuss what opportunities they have for parents (citizenship classes, ESL classes, etc.)"

-

Status history

Jul 6

NOT STARTED   Jul 06, 2018
Evidence

NOT STARTED   Create a calendar for parent classes prior to the start of the school year"

Status history

Jul 6

| NOT STARTED | Jul 06, 2018 |

Evidence

| NOT STARTED | Establish a format for a monthly newsletters to parents using an electronic platform like MailChimp"

-

Status history

Jul 6

| NOT STARTED | Jul 06, 2018 |

Evidence

| NOT STARTED |

Send monthly newsletters to families and the community to communicate school celebrations, events, and opportunities for participation."

Sep 03, 2018 to Jun 30, 2019 -

Status history

Jul 6

| NOT STARTED | Jul 06, 2018 |

Evidence

Monthly newsletter

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

◉ ESSA Schoolwide Program

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

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

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> Parents will be invited to join the school Parent Advisory Council (PAC); meetings will be held monthly throughout the year. Notification of PAC meetings will be posted on the school website and marquee, and sent home with the students. During the meetings if the PAC deems that that current plan needs to be reviewed, re-developed or improved upon then a meeting will be called for that purpose.

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

> The School will conduct its NCLB Title I Annual Meeting on September 26, 2018, in which all parents will be encouraged and invited to attend. To inform parents of the Title I, Part A Annual Meeting the school will: Post a Notice and Agenda in the school's main entrance at least 48 hours in advance and distribute/disseminate notice of the meeting through the students, we will also post on the school marquee and website appropriate dates and times, the school will also make notices available in the main office for parents. At the meeting the school will distribute and explain the current policy to all Title I parents. The parents will be informed about their rights to be involved in Title 1 programs. At the annual meeting information regarding the Title I, Parent Advisory Council (PAC) Organizational Meeting, will be distributed along with dates of Local School Council Meetings. The Title 1 PAC Organizational Meeting is scheduled for September 26, 2018.

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

> The school will make copies available of the Continuous Improvement Work Plan for the current school year available for review and inspection in the main office. Parents will be given notification and explanation of the High School Promotion Policy. Parents will also be provided information on the standardized testing tools employed to assess academic progress and dates on when the assessments will be distributed. Parents will also be given information on the schools curriculum and grading scale.

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.

> Parents/students will receive individual results for state assessments as soon as provided by the state. This is hand delivered to each student during homeroom

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.

> "Right to Ask" forms will be distributed to parents to fill out and return to the school if they wish to pick up a letter stating the qualifications of their child's teacher(s). Those parents will receive written confirmation as soon as the information is available.

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.

> The school will continue to work on developing strategies and develop new ones to increase parental involvement in supporting their children's academic progress. We want parents involved and working with our educators and to do so parents are encouraged to volunteer at school, serve on and attend the LSC meetings, PAC meetings, and BAC meetings. We will share information with parents about professional development workshops, conferences, or classes that may benefit them as stakeholders. Information will be on the school website, in parent packets, newsletters, and informational handouts distributed at PAC meetings, BAC meetings, LSC meetings, open houses and parent-teacher conferences.

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.

Sessions are offered for all parents at the first parent teacher conference regarding use of gradebook and the parent portal. Each parent will receive a logon to access students grades and attendance and communication with individual teachers. The School will provide support for parent development by: providing ESL classes for parents to enable them to learn English; providing computer classes for parents; providing workshops for parents based on the needs that parents have expressed.

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.

During the fall staff meeting we will in-service staff about how/why communication with parents is vital to the students success and our school goal to increase that communication through technology and notices sent home with students.

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.

Organized PAC activities will support parents to participate in their children's education and align with the schools mission of graduating students college and/or career ready. Surveys will be conducted to assess the needs of the parents to help support their child. The informatin required for this item is not applicable at the High School Level

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.

Currently information regarding programs is printed in two languages. With a school that has over 55 languages spoken it's hard to community with every student in their native language. We opted to have a website that can be translated into multiple languages to assist with the language bearer.

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.)

Mather High School provides the community with a high-quality neighborhood high school with opportunities for all leanerrs to reach their full potential. We commit to preparing students for academic excellence and post-secondary success through a diverse and rigorous learning environment. The vision of Mather High School is to create a positive learning environment in which to educate all students. Each student will achieve at a higher level of academic performance, function effectively in the community, and contribute to the broader society.

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

Parent Teacher Conferences will take place during the 1st and 3rd quarter Report Card Pick Up (November and April). Conferences can also be requested through the Counseling Department on an as needed basis.

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

Parents/Guardians receive regular feedback on student achievement, progress or grade reports are sent home every five weeks and teachers are encouraged to call home and involve parents. All teachers are required to use Impact parent portal to post grades. At report card pick up, the computer lab will be staffed with personnel to register parents for the parent portal and show them how to access their accounts. Mather's website also is an effective method of communication with stakeholders.

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

The school currently employs a variety of communication avenues for parents to access staff that include e-mail addresses of staff via the parent portal or Mather website, parent teacher conferences and individual appointments.

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.

Parents are invited to volunteer as judges in academic competitions such as science fair and history fair, as well as volunteer as guest speakers in classrooms. Parents are also encouraged to accompany his or her child's class on a one-day field trip or on other type of extra-curricular activities, as long as CPS guidelines for doing so are followed. Parents can also observe his or her child's classroom during a regular school day with permission from an administrator and the teacher with prior notification.

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

Parents are provided their own access to the parent portal. Through this communication tool, parents can periodically monitor his or her own child's progress. If the child is missing assignments and/or scoring low on tests and quizzes, the parent can take the necessary actions to ensure their child will meet class standards. Parents may also use the parent portal to email the teacher with further explanation or assistance. In addition, parents are encouraged to meet their child¿s teachers in person either by appointment or during the teacher/parent conferences in order to develop a relationship that will benefit the child.

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

At the beginning of every school year, parents are invited to join the school Parent Advisory Council (PAC) or Bilingual Advisory Council (BAC); meetings are held periodically throughout the year. The LSC (Local School Council) also invites parents and other stakeholders to the monthly meetings in order to keep informed of events happening within the school. Throughout the year, the school communicates expectations to parents via parent newsletters and student progress reports and grade reports. There are two parent teacher conferences in which the parent is given an opportunity to visit all their child's teachers and provide feedback to their child's progress.

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

The school climate promotes students responsibility and active participation in their own academic achievement. Students are expected to maintain good attendance in order to learn good work and study habits. Students are expected to rise to meet the more challenging grading scale and are encouraged to choose rigorous courses such as honors and AP courses in order to better prepare themselves for a post-secondary education. Students are expected to monitor their own progress by using gradebook and by developing a positive relationship with their classroom teachers. If a student needs additional assistance, they have the opportunity to attend after school tutoring and/or meet with their counselor. In addition, students are encouraged to attend the parent/teacher conference with their parent, sign-up for the ACT prep class, and join various academic clubs and activities the school has to offer.

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.

Parent Partnerships are a strategy of focus for our 2018-2020 CIWP. Specifically, we seek to increase opportunities for parents to engage in meaningful experiences at the school. We will be creating a parent handbook to clarify roles and responsibilities, creating recurring communications to be sent to parents, and identify external partners to support us in this work. We believe that the budget as outlined below will empower and enable our current parent leadership to engage additional families and improve our sense of quality parent partnerships at Mather HS.

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

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

| 53405 | **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500. | $ | 1800 | .00 |

| 53205 | **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ | 1000 | .00 |

| 54125 | **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | $ | 0 | .00 |

| 54505 | **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only. | $ | 640 | .00 |

| <p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ | 815 | .00 |

| <p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ | 879 | .00 |

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

| 53306 | **Software**
Must be educational and for parent use only. | $ | 815 | .00 |

| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 2200 | .00 |