Carl Schurz High School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Anthony Rodriguez	Principal	anrodriguez@cps.edu	Has access
Gary Tesinsky	Assistant Principal	gjtesinsky@cps.edu	Has access
Debra Neiman	Assistant Principal	dfponcher@cps.edu	Has access
Tim Anderson	Local School Council	twanderson@cps.edu	Has access
Katie Tosterud	ILT (English)	kltosterud@cps.edu	Has access
Samantha Godden	ILT (World Language)	SLGodden-chmielow@cps.edu	Has access
Joanna Wisniewski	ILT (Math)	Jlwisniewski@cps.edu	Has access
Lauren Bauknecht	ILT (Science)	lmbauknecht@cps.edu	Has access
Lori Kunc	ILT (Communications)	lkunc@cps.edu	Has access
Sarah Valerio	ILT(DL)	sgvalerio@cps.edu	Has access
Olga Echeverry	ILT (EL)	oecheverry@cps.edu	Has access
Lori Condie	Culture / Climate, SEL Interventions	lkcondie@cps.edu	Has access
Steve Kanoon	Counselor	smkanoon@cps.edu	Has access

Arlecia Taylor	Post Secondary Coach	ajtaylor@cps.edu	Has access
Kevin Rutter	ILT (CTE)	kwrutter@cps.edu	Has access
Kristin Boszhardt	Grade Level Coordinator	klstroud1@cps.edu	Has access
Cheryl Reynolds	ILT Fine Arts	clreynolds@cps.edu	Has access
Amanda Williams	10th Grade Level lead	awilliams329@cps.edu	Has access

Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 **2** 3 4

School priorities and progress on them are regularly communicated to staff through the structure of the weekly update and to the Local School Council.

School organizational chart reflects distribution of leadership among leadrship team

ILT owns instructional leadership and individual members
Grade Level leads plan and facilitate biweekly grade level meetings.

67% of teachers report that curriculum materials are well coordinated across the school
65% of teachers feel that the princpal looks out for he personal welfare of faculty members
62% of teachers trust the principal at his/her word
73% of techers feel respected by the principal
73% of teachers report having influence on curriculum and instruction

Based on teahers reporting about other teachers in the school:
58% feel responsible to a great extent when students fail
70% feel responsible to a great extent to help each other do their best
65% feel responsible fo a great extent that they take responsiblity for improving the school
83% feel responsible to a great extent that all students learn.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.

- Capitalize on the leadership skills of others.
- Constantly listen and synthesize what is heard, and learn from all sources.
  ○ **Employ the skills to effectively manage change.**
    - Master skills associated with large-scale strategic planning processes and implementation of such plans.
    - Steer through the challenges associated with making improvements, both large and small.
  ○ **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
  ○ **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
    - Model ambitious goals for teaching and learning for all students, including priority groups.
    - Draw from the best available evidence to inform instructional improvement decisions.
  ○ **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

- 85% of teachers respect other teachers who take the lead in school improvement efforts (5 Essentials)
- REACH 4a: Reflecting on Teaching and Learning- Teachers scored 2.6% Basic, 89.61% Proficient, 7.79% Distinguished (REACH Report June 2017)
- Reach 4D Demonstrating Professionalism - 18 % Proficient, 82 % Distinguished (Reach Report June 2017)
- 73% percent of teachers observe each other's practice and work together to review assessment data and develop instructional strategies (Five Essentials)
- ILT meets once weekly during first period and has a set agenda, starts promptly, reviews and maintains meeting norms
- One of our meeting norms is monitoring our airtime, thus ensuring that all team members have equity of voice
- The ILT sends a biweekly update to their department to share what is going on with the ILT, shares action items with their department members all ILT action items are tied to the three school-wide priorities (Academic Discourse, Text Complexity and Dynamic Student Support).
- The ILT informs the development of and supports inquiry cycles associated with Priority I – Student Academic Discourse. The ILT has conducted 1 internal walk and participated in 1 district facilitated walk to collect data around priority I and is currently implementing the first cycle for the semester.

Guide for Instructional Leadership Team

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

- Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
  - **Schedule and structure frequent meetings.**
    - Meet regularly (2-4 times per month).
    - Use an agenda with a clear focus.
  - **Collaborate effectively, value transparency, and inform and engage stakeholders.**
    - All team members have equity of voice and are actively engaged in asking questions.
    - Celebrate small wins and improvements.
    - Regularly inform and engage stakeholders of key data and work of the ILT.
  - **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

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

Most departments have common prep periods and meet every other Friday as a team. If department members attended a Professional Learning outside of the building, they are asked to share their learning and any with their department
Most course teams have common prep periods and meet if there is time left in the period after department meetings every other Friday. These teams are encouraged to meet outside of this time as well but it is not mandatory. (Google Drive folder for every course team has common scope and sequence available; unit plans; and some teams have classroom assignments, presentations, activities, etc. shared among all team/ department members)

38 out of 105 teachers in the building are trained in Reading Apprenticeship. 17 teachers of the 38 were trained in SY 17-18. This program provides teachers with strategies in incorporate varying levels of complex texts and other media into their routines. It also provides ways in which teachers can incorporate student to student discourse in the classroom setting on a more regular basis.

65% of teachers have gone over assessment data with other teachers to make instructional decisions. (5 Essentials)
69% of teachers have never or rarely have observed another teacher's classroom to offer feedback; 58% of teachers have never or rarely have observed another teacher to get ideas for their own instruction. (5 Essentials)
70% of teachers agree they provide and accept collegial support and feedback to/from colleagues; 70% of teachers agree they are responsible to help each other do their best (5 Essentials)
77% of teachers agree the principal takes a personal interest in the professional development of teachers. (5 Essentials)
53% of teachers agree they have an influence on the in-service programs offered (5 Essentials)
39% of teachers agree that they have opportunities to work productively with teachers from other schools. (5 Essentials)
75% of teachers agree they have opportunities to work with colleagues at their own school. (5 Essentials)
75% of teachers agree they do receive the support needed to improve teaching (5 Essentials)
82% of teachers agree that the school's PD has been closely connected to the schools improvement plan (5 Essentials)
70% of teachers agree PD is sustained and coherently focused (5 Essentials)
56% of teachers agree they are given enough time to think carefully about, try, and evaluate new ideas from PD. (5 essentials)

REACH 4a: Reflecting on Teaching and Learning- Teachers scored 1.6% Basic, 40.3% Proficient, 58.1% Distinguished (REACH Summary Report 2016-2017)
REACH 4d: Growing and Developing Professionally- Teachers scored 18% Proficient and 82% Distinguished (REACH Summary Report 2016-2017)
REACH 4e: Demonstrating Professionalism- Teachers scored 20.2% Proficient and 79.8% Distinguished (REACH Summary Report 2016-2017)

Beginning of Year and Middle of Year Administration and Instructional Leadership Team walkthroughs done to collect data on classroom environment, what instructional moves the teacher makes, and how students work with one another. There is a focus on Academic Discourse, Text Complexity, and Dynamic Student Support. Data collected is shared with all teachers with a focus on discussing/ identifying successes as well as performance gaps. This is utilized to inform Professional Learning needs for teachers to improve Discourse, Text Complexity, and Student Support.

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

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

> The 2017-2018 School year is organized to be responsive to students needs with grade level lunches and success rooms.
> A Friends of Schurz organization has recently formed and aquired their 501c3 tax exempt status and have been supporting school operations where possible.
> The budget team meets weekly to make sure that available funds are spent quickly, effectively, and efficiently.
> All new staff members undergo interviews by multiple staff members as part of the candidate selection process.

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

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

Culture and Climate team create weekly lessons based on Social & Emotional Learning Standards that are presented to the students every week during advisory

SEL lessons are shared weekly during grade level meetings.

Senior Seminar classes use the CPS curriculum that focuses on weekly Growth Mindset lessons

Students report they discuss connections between a reading and real life people or situations = Once or twice a week - 34%, Almost every day - 32% (5 Essentials)

Students report they discuss possible solutions to problem with other students = Once or twice a week - 29%, Almost every day - 30% (5 Essentials)

Schurz received a score of 64 (strong) on Ambitious Instruction, representing its aggregate performance across four key indicators: (5 Essentials)

English Instruction (63 - Strong)

Math Instruction (52 - Neutral)

Academic Press (69 - Strong)

Quality of Student Discussion (71 - Strong)

Based on a specific class, students report that this class challenges them = Most of the time - 48%, All of the time - 25% (5 Essentials)

Based on a specific class, students report that this class really makes me think = Agree - 54%, Strongly Agree - 33% (5 Essentials)

Based on a specific class, students report that this class requires them to work hard to do well = Most of the time - 45%, All the time - 36% (5 Essentials)

Based on a specific class, students report that the teacher expects me to do my best all the time = Agree - 45%, Strongly Agree - 50% (5 Essentials)

Based on a specific class, students reports that the teacher expects everyone to work hard = Agree 44%, Strongly Agree - 50% (5 Essentials)

Based on a specific class, students report that the teacher wants us to become better thinkers, not just memorize things = Agree - 40%, Strongly Agree - 53% (5 Essentials)

Curriculum (non IB) is developed through course teams:

Course teams look at Standardized test and REACH Performance tasks to determine which skills are being assessed

Teams then look at student performance on assessments to determine learning targets

Course teams then create common assessments to track student growth and mastery levels

The scope and sequences for ELA and Math courses at Schurz are aligned with the CCSS. Math course teams picked 3-4 CCSS to focus on each quarter and translated the CCSS into "I can…" statements for students to use for self-assessment. ELA course team focused on 3-4 overarching concepts, based on the CCSS, tos tudy throughout the year.

Course teams use their common scope and sequence and UBD unit plans for pacing guides. The development is based on student achievement, student needs, and common assessments

IB Curriculum

MYP teachers submit IB approved vertical planners that are reviewed and updated every year

MYP teachers are expected to develop and carry out at least one cross-curricular unit every year using the IB provided interdisciplinary planner

MYP teachers submit IB approved unit plans that incorporate differentiation for students' learning needs and styles

MYP teachers use the prescribed IB objectives that must be assessed at least twice over the course of the MYP as reflected in their unit plans and assessments

MYP teachers create authentic summative assessments that use IB rubrics and a standardized MYP grading system

DP teachers submitted IB approved course outlines that are reviewed and updated every year

DP teachers create a variety of authentic assessments that align with the DP assessment criteria

Bilingual Program

Native language instruction is not reflected in lesson plans (OLCE Audit)

Bilingual or ESL specialist does not participate in the IEP team meetings of all special education ELs (OLCE Audit)

The EL program curriculum is not aligned to all applicable standards (OLCE Audit)

Language Matters team has led Professional Development sessions teaching teachers in all content areas how to create language objectives for units.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
  - **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
  - **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
  - **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
      - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
✓ CPS Literacy Scope and Sequence
✓ CPS Math Scope and Sequence Guidance
✓ Digital Citizenship Curriculum
✓ K-12 Financial Literacy Guide
✓ Personal Finance 3.0 Course
✓ Physical Education Scope & Sequence
✓ Health Education Scope & Sequence
✓ Interdisciplinary African & African American Studies Curriculum
✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

*Wilson's Reading System - within this course the instructor is utilizing scientifically proven manipulatives and teaching concepts that are targeted and intense. This program is tiered, and focuses on phonemic awareness, fluency, sight word recognition, decoding, comprehension, etc.

*Chromebook Cart - through the use of Chromebooks teachers are able to expand on the material within their units. This provides for immediate feedback on work products, creation of shared and dynamic wiki docs, access to google apps that are tailored toward diverse learners (such as Chrome AT Toolbox), etc. Use of this technology allows the entire class to learn in an open and flexible environment while also allowing the instructor to differentiate instruction as needed.

*In Class Manipulatives - In accordance with the IEP, and the current unit, teachers incorporate varied assistive technology tools within the classroom. This includes highlighters, rulers, environmental control such as varied room setup, work task boards, talking dictionaries, etc. Use of simple AT in the classroom enables students to create work products of their own while accommodating them per the IEP.

Varied and Flexible Instructional Materials - the materials compiled in my course team's unit plans are selected and adapted based on learner needs. They also include a variety of quality media, manipulatives and supplies to achieve our learning objectives.For instance, in unit 4, we selected computer model simulations, hands-on model building, video clips, and creative projects. We compile a master list of ideas and then each teacher selects materials that best meet the needs of their students.

Equitably available and accessible to all teachers and students - As department chair, I ensure that all science classes, including bilingual and self-contained have access to the same resources as all other classes: books, technology, and lab materials. There currently is not a "NGSS Aligned" textbook or materials. The textbooks we do have are available in English and Spanish and even the English version of the Chemistry textbook has a Spanish glossary.

Multimedia embedded, just-in-time supports – for conveying conceptual knowledge - We have upgraded our data collection tools used in Chemistry, Environmental, and Physics (Bio on hold per budget). The students can design and implement their own labs on a chromebook, plug in data collection probes via USB, collect data, as well as share out and analyze one another's data. We also use pHet simulation from UC-Boulder in Physical Science. We also have a couple teacher testing out new software for Chemistry called Gizmos.
In-class manipulatives: Rulers, protractors, compass, calculators, graph paper, highlighters
KUTA software for Pre-Algebra through Algebra 2...provides many types and easily regenerated problems
MATHALICIOUS website (provided currently by Network 1) http://www.mathalicious.com/
Chromebook carts for use of DESMOS online graphing calculator...students can graph and manipulate effects on graphs and their equations
Graphing calculator sets (about 9 sets to share)
TI skins of graphing calculators to allow teaching of how to use calculator and comparing graphs on projector
MIRA reflectors (2 classroom sets)-- Reflects shapes and points to see concepts of symmetry and congruence. It is also very helpful in studying transformational geometry, as reflections, rotations, slides, and flips are shown easily. For use in constructions and investigations.
Plastic Geometry set with moveable axis (1 set for team) -- help students and their minds travel out of the two-dimensional world of flat planes; helps illustrate the diameter, altitude, and the slant height lines of three-dimensional solids, which are important concepts in the study of volume and surface area.
Khan Academy for SAT practice and classroom instruction.

- The Science department has their own set of Chromebooks. Also, 2 teachers have received their own chromebook carts for daily use via donors choose.

- Data collection tools are updated for all science teams at this time (teams decide what their needs are and we ordered supplies accordingly)

- Many teachers in the Science Department (1 physics, 2 Chemistry, 3 biology with inclusion) are working with Northwestern this year on a CT-STEM project. Those enrolled in this program are doing a 10 day unit with support staff from Northwestern. Students utilized data from scientists as well as simulations to learn content in their Science class.

- PHet Simulations are used on a regular basis in Physics (they use about 20 of these during the school year). It is also being used in IB/AP Environmental Science

- Partners in Fieldwork with Lincoln Park Zoo, One teacher has an ongoing partnership with the Nat Geo explorers, internships for students at Argonne Labs and Fermi Labs

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

- Begin with the belief that all students can learn
- Plan and assign tasks that are cognitively challenging for individual students and requires students to provide evidence of their reasoning
- Tasks reflect key shifts in literacy
REACH (2017-18) Trends:
- 84.72% of staff proficient with Establishing a Culture of Learning; 8.9% basic
- 76.62% of staff proficient with Designing Student Assessment; 22.08% basic
- 87.01% of staff proficient with Designing Coherent Instruction; 11.69% basic
- 69.1% of staff proficient in Engaging Students in Learning; 24.69% basic
- 52.5% of staff proficient in Using Questioning and discussion Techniques; 43.25% basic
SQRP (2017-18) Trends:
- Average Daily Attendance 84.2%
- Freshman On-track 80.3%
- 1-Year Dropout Rate 5.1%
- 21.6% of all students meeting college readiness benchmarks
- SAT Growth for Hispanic Students better than 42% of schools locally
- SAT Growth for Diverse Learners better than 21% of schools locally
- SAT Growth for all students better than 39% of schools locally
5 Essentials (2017) Trends:
- As a school, Schurz's Academic Press is rated Strong
- 48% of students responded that classes are challenging most of the time; 25% all of the time
- 54% of students agree that all classes make them think; 33% strongly agree
- 44% of students agree that teachers expect them to work hard all the time; 50% strongly agree
- 40% of students agree that teachers want students to become better thinkers, not memorize information; 53% strongly agree
- 43% of students think that teachers ask difficult questions in class most of the time; 34% once in a while
- Math Instruction at Schurz is rated Neutral, down from Strong in 2016
- 57% of math students explain how a problem is solved in class
- 29% of math students write a sentence to explain an equation 1-2 times a week; 18% almost daily
- 26% of math students solve problems with multiple steps 1-2 times a week; 16% almost daily
- 20% of students write a math problem for another student to solve 1-2 times a week; 34% never
- 57% of math students explain how problems are solved to the class on a regular basis
- English Instruction at Schurz is rated Strong, up from Neutral in 2016
- Teachers report that 40% of students use data and text references to support their ideas some times; 46% almost always
- 27% of students indicated that they debate the meaning of reading 1-2 times per week; 24% almost every day
- 31% of students indicate that they improve a piece of writing as a class or with partners 1-2 times a week; 22% almost every day
- 30% of students indicate that they explain how writers use tools to communicate 1-2 times per week; 28% every day
Other Trends:
- Roughly 1/3 of Schurz staff trained in Reading Apprenticeship strategies
- Professional Development opportunities centered on text complexity and the SAT
- Most Schurz unit plans integrate multiple Common Core standards; supplemented with appropriate student assessments
- Most Schurz unit plans integrate reading & writing tasks that align with Common Core standards
Schurz Learning Plan focused on improving instruction, increasing literacy through text complexity, supporting all students, and increasing student discourse within content areas

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

4 year cohort graduation rate - 66.6% (2016 SQRP) - Early college and career credentials - 31.3% of graduates earning credentials (2016 SQRP) - College enrollment rate (class of 2016) - 47.1% graduates enrolling in college (2016 SQRP) - College persistence rate (class of 2015) 62.9% of graduates persisting in college (2016SQRP) - 87% of students report that teachers make sure that all students are planning for life after graduation (5 Essentials) - 83% of students agree that all students are encouraged to go to college (5 Essentials) - 86% of students agree that high school is seen as preparation for the future (5 Essentials) - 79% of teachers expect most students in this school to go to college (5 Essentials) - 89% of teachers report that teachers help students plan for college outside of class time (5 Essentials) - 84% of teachers agree that the curriculum at this school is focused on helping students get ready for college (5 Essentials) - 92% of teachers feel that it is part of their job to prepare students to succeed in college (5 Essentials) - REACH 2b: Establishing a Culture for Learning - Teachers scored 4.1% Basic, 53% Proficient, 42% Distinguished (REACH Report 16-17)

Year 2 of Passport Implementation to assist seniors in tracking their post secondary plans.

Year 1 of Senior Seminar Elective Class.

Year 1 Dual Credit: Stats and Spanish Lang

Dual Enrollment program through City Colleges -23 students enrolled;15 passed or 65% (2016-2017 Early College and Career Scorecard).

Dual Enrollment info sessions occur every Dec and April.

Hosted 2 All School Career Day events with Friends of Schurz booster group to introduce to various career options. Over 50 different careers represented.

Hosted Financial Aid application sessions in October and December info session for parents and students.

Hosted "Financing your Education" session for Parents in English and Spanish at November Open House.

Conducted "FAFSA prep/Get Ready for FAFSA" workshops in September to all Senior Seminar classes and English classes for those not in seminar to educate seniors on financial aid. Follow up financial aid award letter sessions will occur March 5-23.

Individual colleges (UIC, Concordia University and Dominican University will conduct one on one sessions with accepted students) Hosting "March Madness" passport check event to help students organize post secondary information.

Partnering with Next Gen Vest in May to conduct post secondary themed workshops in junior math classes. Topics include: College 101, Financial Aid Basics, and Personal Statements.

Hosting parents and students with Network 1 support to attend the Regional Fair at DePaul University on March 14th

Naviance: Initial training conducted by PSLT in grade level meetings. Trained 21 teachers in two sessions on Naviance--"Engaging Teachers in Naviance". PLT members followed up with support to assist teachers in implementing ILP tasks into classroom curriculum.

PLT will disseminate college match information to all grade levels during Q3/4.

Hosted 2 info sessions for freshmen on college prep programs, Northwestern Academy and Collegiate Scholars. Followed up with 2 application workshops facilitated by Northwestern presenters.

Hosted info sessions for Chicago Scholars, Launch U, and Bottomline Foundation Access College for juniors.

PLT/ISAC sponsored events such as "Scholar-ween-Scholarship Writing Workshop" and "Gift Waiver Your Common App-college application workshop.

We are an AVID certified school and have been since 2009.

Partnering with Network one to bring 20 young men of color to attend the 5th annual "Young Men of Color Conference" in March.

Info sessions from various organizations in Senior Seminar course, including US Army, Year Up, City Year, One Million Degrees, Greater West Town Partnership, and Com Ed.

Gates Scholarship info session and application workshop in September.

Class of 2017 scholarship count was 4.6 million.

Celebrated college acceptances with events such as: Fast Track to Success Assembly for seniors with 4 or more acceptances, the college acceptance photo booth and "Lights, Camera, Accepted" college acceptance wall to celebrate college access.

Year 2 of Yolobe partnership where select students lead the business-community partnerships. Student run pop up shop to generate opportunities and awareness among the community.

DREAM team - Dream Act support community of students facing immigration status challenges, to explore best available options given no FAFSA qualification - College Ambassadors group - Senior students leadership team organizing 'college-themed' social events to motivate students and celebrate college acceptances.

Two post secondary partners, ISAC/Educational Talent Search at Roosevelt University work weekly with the bilingual program seniors to assist them with post secondary choices.

Alumni homecoming event featuring 20+ alumni sharing their post secondary experiences and advice to current Schurz students.

30 college reps interacted with students during the 2017-2018. As of today, 395 seniors applied to at least 1 college -345 seniors who applied to 3 or more colleges

2 guest speakers from various tech fields spoke to CTE students during "Engineering Week."

In three years, 50% of post secondary leadership team received the College and Career Advising Credential sponsored by Thrive and CPS.

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

Instruction

- 61% of students report that teachers regularly ask difficult questions in class (5 Essentials)
- 63% of students report that teachers occasionally ask difficult questions on tests (5 Essentials)
- 73% of students report that their class to work hard (5 Essentials)

- 87% of students agree that teacher expect everyone to work hard in their classes (5 Essentials)
- 43.75% of classroom teachers scored Basic in REACH 3b: Using Questioning and Discussion Techniques (REACH Report)

REACH
- REACH 3a: Communicating with Students
Teachers scored 0% Unsatisfactory 8.54% Basic 87.8% Proficient, 3.66% Distinguished (2016-2017 REACH Report)
- REACH 3b: Using Questioning and Discussion Techniques
Teachers scored 43.75 % Basic, 52.5% Proficient, 3.75% Distinguished (2017-2018 REACH Report)
- REACH 3c: Engaging Students in Learning
Teachers scored 24.69% Basic, 69.14% Proficient, 6.17 % Distinguished (2017-2018 REACH Report)
- REACH 3d: Using Assessment in Instruction
Teachers scored 33.33% Basic, 64.1% Proficient, 2.56.% Distinguished (2017-2018 REACH Report)
- REACH 3e: Demonstrating Flexibility and Responsiveness
Teachers scored 12% Basic, 80% Proficient, 8% Distinguished (2017-2018 REACH Report)

- Business Math (SPED) - a self contained course that builds upon complex mathematical concepts while teaching basic personal finance skills needed for post secondary independence. Students are required to utilize their prior mathematical knowledge in solving real world financial planning problems. This includes dissecting loan and lease contracts, writing personal checks, creating and adjusting budgets, mock stock and bond exchange, etc.

- Low Incidence (SPED) - (Home Depot/ABT Project) Hands on daily living skill acquisition project that enables our cluster students to learn vital life skills. Project contains a new kitchen, mock bedroom, closet/organizational shelving system, and laundry center. With this setup instructors and paraprofessionals are able to combine core content area instruction with post secondary skills which meet the requirement of the IEP, and prepare our students for semi assisted living conditions.

67% of teachers believe the curriculum, instruction, and learning materials are well coordinated across the different grade levels at Schurz.
77% of teachers believe there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level.
93% of students believe their teachers want them to become better thinkers and not just memorize things.
86% of students regularly use data and text references to support their ideas.
51% of students debate the meaning of a reading.
Effectively Communicate with students - REACH Domain 3a: Communicating with students, 0% of Schurz staff were scored as unsatisfactory, only 8.54% of Schurz staff were scored as basic.
Monitor the effect of teaching on student learning and integrative formative assessment into instruction - REACH Domain 3d: Using Assessment in Instruction. 66.66% of staff scored as proficient or better.
45% of students rarely to never write math problem for another student to solve
31% of students rarely to explain how you solve a math problem
34% of students rarely to never apply math to situations outside of school
38% of students rarely to never solve a math problem that takes more than 20 minutes
76% of students explain how they solved a problem to the class often
77% of students discuss possible solutions to problems with other students
Math Word Wall--develop math vocabulary through introduction, clarification throughout unit, and using this vocabulary on benchmark assessments
Math Talk was incorporated to increase student agency in mathematics.
Best Practices are shared to increase student discourse in mathematics.
All math benchmark data have been discussed is course teams to identify the common mistakes and unit plans have been adjusted to tackle these misunderstandings
Students are provided student-friendly "I can " statements in math and can articulate what they are learning
Math questioning in the classroom:
https://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf
Most teachers use student sample to look over and have students explain any mistakes made
Some performance tasks ask students to evaluate the arguments of other student's work
Use of group work to encourage math dialogue among students; have students JUSTIFY why their particular answer is correct and HOW they got there
Math instruction and tasks are scaffolded to encourage student participation and to determine where the 'sticking' point is for various students
Inclusion classrooms use one teacher to pull struggling students to work through several hands on examples after lesson
Most teachers use exit slips with specific feedback to assess where student understanding is for all individuals
Math teachers provide flex days in unit plans to add in extra time when students show difficulty understanding new concepts or procedures (also has extended topics for honors or more advanced groups)
Math question-bank is used to design assessment that are coherent with official AP and IB testing.
81% of students say this class requires me to work hard to do well
93% of students say teachers want us to become better thinkers, not just memorize things
87% of students really learn a lot in class
61% of students say the teacher asks difficult questions in class
95% of students say teachers work hard to make sure all students are learning
78% of students say teachers pay attention to all students, not just the top students

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	✓ SQRP 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   18

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

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.
REACH Report 2016-2017
Teacher scores in REACH 1c: Selecting Learning Objectives
Basic: 1.0%
Proficient: 47.6%
Distinguished: 51.3%
Teacher scores in REACH 1e: Designing Student Assessments
Basic: 3.1%

Proficient: 51.3%
Distinguished: 45.5%
Teacher scores in REACH 3d: Using Assessment in Instruction
Basic: 7.4%
Proficient: 76.4%
Distinguished: 16.2%

Teacher scores in REACH 4a: Reflecting on Teaching & Learning
Basic: 1.6%
Proficient: 40.3%
Distinguished: 58.1%
Teacher scores in REACH 4b: Maintaining Accurate Records
Basic: 1.1%
Proficient: 44.9%
Distinguished: 53.9%

REACH Trends 2017-2018
Teacher scores in REACH 1c: Selecting Learning Objectives
Basic: 6.49%
Proficient: 93.51%
Distinguished: 0%
Teacher scores in REACH 1e: Designing Student Assessments
Basic: 22.08%
Proficient: 76.62%
Distinguished: 1.3%
Teacher scores in REACH 3d: Using Assessment in Instruction
Basic: 33.33%
Proficient: 64.1%
Distinguished: 2.56%

Teacher scores in REACH 4a: Reflecting on Teaching & Learning
Basic: 2.6%
Proficient: 89.61%
Distinguished: 7.79%
Teacher scores in REACH 4b: Maintaining Accurate Records
N/A

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)

Course teams design and implement pre- and post-tests administered quarterly or per semester (see English Department SY17-18 Folder)
Grade Level Team expectations: Teachers are expected to refer students who have maintained a grade below 74% for 3 or more weeks to the Student Success Room for additional academic supports (see Grade Level Plan)
Diverse Learners are tested by service providers using either the Woodcock-Johnson Test of Achievement or the STAR Assessments to provide information about students' current performance levels to teachers
Teachers of Diverse Learners collaborate quarterly to monitor student progress and implementation of accommodations and modifications

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/time (i.e. scheduling/location of assessment)
Schurz Unit Plan requires necessary accommodations/modifications be described per week of instruction in the unit plan (see Unit Plans)
Teachers of Diverse Learners keep copies of all accommodations and modifications required by each student's IEP in the classroom
Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
Schurz Unit Plan requires formative assessments be described per week of instruction in the unit plan (see Unit Plans)
Schurz scored "Strong" on the "Ambitious Instruction" portion of the 5Essentials (see 2017 5Essentials Report)
When responding to "The teacher asks difficult questions in class," 43% of students responded with most of the time, 34% with once in a while, 18% with all of the time, 5% with never. (see 2017 5Essentials Report)
When responding to "The teacher asks difficult questions on tests," 45% of students responded with most of the time, 33% said once in a while, 18% said all of the time, and 4% responded with never. (see 2017 5Essentials Report)
When responding to "The teacher wants us to become better thinkers, not just memorize things," 50% of students strongly agreed, 45% agreed, 3% disagreed, and 2% strongly disagreed. (see 2017 5Essentials Report)

Schurz received a score of 52 for Ambitious Instruction in Math Instruction, which is defined as 'Neutral"
66% of students report that they have written a math problem for others to solve at least one time a semester
84% of students report that they have explained how to solve a problem to the class at least one time a semester in a math class
86% of students report that they have discussed possible solutions to problems with other students in a math class (see 2017

5Essentials Report)

Schurz received a score of 63 for Ambitious Instruction in English Instruction, which is defined as 'Strong"

90% of students report that they have had to rewrite a paper or essay in response to comments at least once a semester

86% of students report that they have debated the meaning of a reading at least once a semester

93% of students report they have discussed how culture, time, or place affect an author's writing

94% of students report that have had to explain how writers use tools like symbolism and metaphor to communicate meaning

AP Tesinsky is leading a 3-part series of PSAT/SAT professional development, which includes aligning formative and summative assessments to PSAT/SAT questioning

Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs.

AP Tesinsky is leading a 3-part series of PSAT/SAT professional development in understanding of how to utilize student data from CollegeBoard, engage students in complex texts, and support student growth.

According to the 2017-2018 School Quality Rating Report, Schurz had the following performance indicators (see 2017-2018 School Quality Rating Report):

PSAT9 Growth Percentile: better than 34% of schools locally

PSAT10 Growth Percentile: better than 43% of schools locally

SAT Growth Percentile:

All students: better than 39% of schools locally

Hispanic Priority Group: better than 42% of schools locally

Diverse Learners Priority Group: better than 21% of schools locally

PSAT9, PSAT10 and SAT Attainment

% of students meeting college readiness benchmarks: 21.6%

Week 20 Distribution of Grades (February Dashboard Report)

As, Bs, and Cs: 73%

Ds and Fs: 27%

Week 20 Distribution of Grades (February Dashboard Report)

English

As, Bs, and Cs: 65%

Ds and Fs: 35%

Math

As, Bs, and Cs: 68%

Ds and Fs: 32%

Social Studies

As, Bs, and Cs: 70%

Ds and Fs: 30%

Science

As, Bs, and Cs: 69%

Ds and Fs: 31%

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.

Use common protocols and calibrate on scoring and grading in teacher teams.

Analyze quality and alignment of assessments and tasks to ensure they meet 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 the 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.

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.

Grade Level Teams have begun a semester-long inquiry around fair and equitable grading practices. Teachers began the conversation with "Why do we grade?" and suggested school-wide grading policies. Grade Level meetings have included presentations from AP Tesinsky on Gradebook best practices and presentations from teachers about rubrics they use. (See agendas in Grade Level Teams)

Teacher scores in REACH 4b: Maintaining Accurate Records

Basic: 1.1%

Proficient: 44.9%

Distinguished: 53.9%

Teacher scores in REACH 4c: Communicating with Families

Basic: 1.1%

Proficient: 47.2%

Distinguished: 51.7%
Currently, the Schurz Faculty Handbook contains the following guidelines for core ("benchmark") courses (see Schurz Faculty Handbook) (

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

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.

Tier 1 – Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.

Score

1   2   **3**   4

· 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.

Evidence
REACH 2016-2017
REACH 2017-2018
Domain 1c:
o Selecting Instructional Outcomes
Distinguished 51.3%
Proficient 47.6%
Basic 1.0%
Unsatisfactory 0%
Domain 1d:
o Designing Coherent Instruction
Distinguished 49.2%
Proficient 46.1%
Basic 4.7%
Unsatisfactory 0%
Domain 1e:
o Designing Student Assessments
Distinguished 45.5%
Proficient 51.3%
Basic 3.1%
Unsatisfactory 0%

Domain 1c:
o Selecting Instructional Outcomes
Distinguished 0% (0 teachers)
Proficient 93.51% (72 teachers)
Basic 6.49% (5 teachers)
Unsatisfactory 0% (0 teachers)
Domain 1d:
o Designing Coherent Instruction
Distinguished 1.3% (1 teachers)
Proficient 87.01% (67 teachers)
Basic 11.69% (9 teachers)
Unsatisfactory 0% (0 teachers)
Domain 1e:
o Designing Student Assessments
Distinguished 0% (0 teachers)
Proficient 76.62% (59 teachers)
Basic 22.08% (17 teachers)
Unsatisfactory 0% (0 teachers)

5 Essentials Survey
· Schurz received a score of 64 for Ambitious Instruction, which is defined as 'Strong'.
o 90% of students report that they Rewrite a paper or essay in response to comments in their English class
o 93% of students report that they Improve a piece of writing as a class or with partners in their English class

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.

Evidence
REACH 2016-2017
REACH 2017-2018
Domain 1b:
Demonstrating Knowledge of Students
Distinguished 67.5%
Proficient 29.8%
Basic 2.6%
Unsatisfactory 0%

Domain 1b:

Demonstrating Knowledge of Students
Distinguished 10.39% (8 teachers)
Proficient 84.42% (65 teachers)
Basic 5.19% (4 teachers)
Unsatisfactory 0% (0 teachers)

5 Essentials Survey
Schurz received a score of 52 for Ambitious Instruction in Math Instruction, which is defined as 'Neutral"
o 66% of students report that they have written a math problem for others to solve at least one time a semester
o 84% of students report that they have explained how to solve a problem to the class at least one time a semester in a math class
o 86% of students report that they have discussed possible solutions to problems with other students in a math class
Schurz received a score of 71 for Quality of Student Discussion, which is defined as 'Strong"
o 84% of teachers report that students provide constructive feedback to their peers and the teacher
o 87% of teachers report that students build on each others ideas during discussion
o 93% of teachers report that most students participate in the discussion at some point

Tier 1 – Provide universal SEL instruction/strategies to promote a positive school climate where all students social and emotional growth is being addressed
· Establish school-wide expectations and positive behavior instructional supports for all students.
· Use the School Climate Self-Assessment to identify your areas of growth and create a plan for improving in those areas.
· SEL instruction is embedded into core content classrooms

Schurz Culture and Climate team created a Behavior Matrix to guide students.
Key Expectations
To be Diligent
To be Optimistic
To Get Involved
Each area has expectations in the following areas:
Language
Classroom
Electronics/Social Media
Common Areas
Auditorium

School Climate Self-Assessment
The Culture and Climate Team completed the School Climate Self-Assessment this year and is currently using it to plan in various areas.
The Self-Assessment identified the following as areas of need
The team disagreed with the following statement:
Teachers feel equipped and supported with sufficient guidance and consultation to support students with targeted or intensive social and emotional needs.
This is being addressed with the Behavioral Health Team and Grade Level Coordinator.
The team disagreed with the following statements:
Teachers use an evidence-based program to explicitly teach social and emotional skills to all students.
Teachers intentionally build students' social and emotional skills during academic instruction by integrating the ISBE standards for SEL into their lessons for all subjects. Teachers provide opportunities for students to practice interpersonal, self-management, and other SEL skills
This prompted our implementation of SEL instruction at the Grade Levels

Implementation of SEL instruction in classrooms
Training for Grade Level Leads
https://drive.google.com/drive/folders/1Jb_NqK-xCzrqLs2LUncg2xA94WNgKime
Collaboration with Culture and Climate Team
Presentation for Staff - https://docs.google.com/presentation/d/1hh_MhfF8ObwPoaCTls3nRlb4veDklOO442UzUd-qjE4/edit#slide=id.g30661c89e7_1_17
Infusion of instructional practices at Grade Level Meetings 2nd Semester.

5 Essentials Survey
Schurz scored 81 (Very Strong) on Student-Teacher Trust
88% of students reported that they feel their teachers treat them with respect
89% of students reported that they feel safe and comfortable with their teachers at this school

REACH 2016-2017
REACH 2017-2018
Domain 2a:
Creating an Environment of Respect and Rapport
Distinguished 44.3%

Proficient 54.9%
Basic 0.8%
Unsatisfactory 0%
Establishing a Culture for Learning
Distinguished 42.4%
Proficient 53.5%
Basic 4.1%
Unsatisfactory 0%

Domain 2a:
Creating an Environment of Respect and Rapport
Distinguished 19.23%
Proficient 71.79%
Basic 7.69%
Unsatisfactory 1.28%
Establishing a Culture for Learning
Distinguished 6.41%
Proficient 84.62%
Basic 8.97%
Unsatisfactory 0%

On Track – Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below a "C" or chronic absenteeism.
· 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

Evidence
Schurz has implemented a Student Success Room for all students to attend during their lunch periods. Teacher volunteers are present to assist students with their needs in terms of Attendance, Academics and Social Emotional Needs.

At the end of Semester 1 2017-2018 school year:
Freshman On-Track Rate: 85.19%
72/476 students are off-track
Freshman Attendance Rate: 89.28%

Sophomore On-Track Rate: 83.09%
71/412 students are off-track
Sophomore Attendance Rate: 84.75%

Junior Attendance Rate: 86.51%

Senior Attendance Rate: 88.05%

Semester 1 Data from the Success Rooms for Freshman and Sophomores
Freshmen
Of the 1,174 times that students checked-in to the Success Room, 227 were teacher referrals.
Of the 418 students who were referred to the Success Room by teachers, only 227 students attended the Success Room.
Total semester 1 referrals by Content Area
223 English Referrals
420/476 total students passed English.
154 Math Referrals
403/476 total students passed Math.
0 Social Studies referrals
421/476 total students passed Social Studies.
41 Science referrals
406/476 total students passed Science.

Sophomore
Of the 997 times that students checked-in to the Success Room, 90 were teacher referrals.
Of the 201 students who were referred to the Success Room by teachers, only 90 students attended the Success Room.
Total semester 1 referrals by Content Area
68 English Referrals
336/412 total students passed English
67 Math Referrals
316/412 total students passed Math
12 Social Studies referrals
345/412 total students passed Social Studies
4 Science referrals
357 total students passed Science

https://docs.google.com/document/d/1IJjOCAInykDGlkRqFLzhNC_ekFaumP0mMTpdSz6k_Uw/edit

Grade Level Coordinator and Grade Level Leads created on-track plans for Freshman and Sophomores for Semester 2. Target students were identified based on On Track Status and attendance percentage
https://docs.google.com/document/d/1LLakMIlqCf6Is5QNSAS8xc2Za9_h2-yvrvbkq5g5Jgc/edit

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.

Schurz has Grade Level Teams that meet biweekly and engage in a Kid Talk Protocol to determine appropriate individualized interventions for identified students.
Kid Talk consists of time and space for teachers to discuss:
Issues the student is having with academics/ attendance/ SEL
Steps the teacher(s) has taken in the classroom to assist
Next steps are decided based on the information (Tier 2 & 3 supports are identified)

Social Emotional Supports
Schurz utilizes the Behavioral Health Team (BHT) to address Tier 2 & 3 SEL issues.
Partnerships Include:
LSSI, Rincon, BAM, WOW, Step Up, Polished Pebbles, Core Etiquette, Life Buliders, SOAR, Strive, SPARCS

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:

REACH 2016-2017
REACH 2017-2018
Domain 4c:
Communicating with Families
Distinguished: 51.7%
Proficient: 47.2%
Basic: 1.1%
Unsatisfactory: 0%
Domain 4c:
Communicating with Families
Distinguished:
Proficient:
Basic:
Unsatisfactory:

Parent Conferences are held for all off-track (Semester 1) Freshman and Sophomores with below 80% attendance.
School Family Agreement
https://docs.google.com/document/d/1wiUkjMFAkFixhpzE24cUXHOl6TUuX05ZaW5Lm_713DI/edit

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

Culture for Learning:

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

Score

1   2   **3**   4

68% of teachers wouldn't want to work in any other school (5 Essentials)
70% of teachers would recommend this school to parents seeking a place for their child (5 Essentials)
84% of students agree that teachers work hard to make sure that students stay in school (5 Essentials)
Teachers report that students show each other respect = Never - 1%, Rarely - 3%, Sometimes - 23%, Almost Always - 73% (5 Essentials)
Schurz received a score of 64 (strong) on Ambitious Instruction, representing its aggregate performance across four key indicators: (5 Essentials)
English Instruction (63 - Strong)
Math Instruction (52 - Neutral)
Academic Press (69 - Strong)
Quality of Student Discussion (71 - Strong)
Students report that they rewrite a paper or essay in response to comments = Once or twice a month - 28%, Once or twice a week - 27%, Almost every day - 17% (5 Essentials)
Students report they improve a piece of writing as a class or with partners = Once or twice a month - 26%, Once or twice a week - 31%, Almost every day - 22% (5 Essentials)
Students report that they debate the meaning of a reading = Once or twice a month - 20%, Once or twice a week - 27%, Almost every day - 24% (5 Essentials)
Students reports that they discuss how culture, time, or place affects an author's writing - Once or twice a month - 22%, Once or twice a week - 34%, Almost every day - 27% (5 Essentials)
Students report they discuss connections between a reading and real life people or situations = Once or twice a week - 34%, Almost every day - 32% (5 Essentials)
Students report they discuss possible solutions to problem with other students = Once or twice a week - 29%, Almost every day - 30% (5 Essentials)
Based on a specific class, students report that this class challenges them = Most of the time - 48%, All of the time - 25% (5 Essentials)
Based on a specific class, students report that this class really makes me think = Agree - 54%, Strongly Agree - 33% (5 Essentials)
Based on a specific class, students report that this class requires them to work hard to do well = Most of the time - 45%, All the time - 36% (5 Essentials)
Based on a specific class, students report that the teacher expects me to do my best all the time = Agree - 45%, Strongly Agree - 50% (5 Essentials)
Based on a specific class, students reports that the teacher expects everyone to work hard = Agree 44%, Strongly Agree - 50% (5 Essentials)
Based on a specific class, students report that the teacher wants us to become better thinkers, not just memorize things = Agree - 40%, Strongly Agree - 53% (5 Essentials)
Students report that teachers pay attention to all students, not just the top students = Agree - 52%, Strongly Agree - 30% (5 Essentials)
Students report that all students are encouraged to go to college = Agree - 49%, Strongly Agree - 34% (5 Essentials)
Students reports that high school is seen as preparation for the future = Agree - 55%, Strongly Agree - 31% (5 Essentials)
Students report that teachers work hard to make sure that all students are learning = Agree - 56%, Strongly Agree - 33% (5 Essentials)
READ 2Bb: Establishing a Culture for Learning - Teachers scored 4.1% Basic, 53.5% Proficient, 42.4% Distinguished (
REACH 2b: Establishing a Culture for Learning - Teachers scored 8.97% Basic, 84.62% Proficient, 6.41% Distinguished (REACH Trends)
DOG Reports distributed weekly to help students track their own success academically and behaviorally
90% attendance sued as a metric for keeping students "on-track"
Culture and Climate team meet weekly to identify school wide expectations that promote academic growth and academic culture
Culture and Climate team created hallway expectations for students and behavioral matrix posters to promote academic success. Poster are displayed in hallways and all classrooms.
Culture and Climate team create weekly lessons based on Social & Emotional Learning Standards that are presented to the students every week during advisory
SEL lessons are shared weekly during grade level meetings.
Senior Seminar classes use the CPS curriculum that focuses on weekly Growth Mindset lessons
Attendance Monitoring Initiative (In math classes, all students graph their current attendance and attendance goal bi-weekly and monitor their progress)
Unit Plans include Essential Questions to cultivate student curiosity and learning goals relevant to students.

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

Score

1 2 **3** 4

Overall, 81% of students and teachers share a high level of mutual trust and respect (5 Essentials)
It's OK in this school to discuss feelings, worries, and frustrations with the principal - 64% agree (5 Essentials)
The principal looks out for the personal welfare of the faculty members - 65% agree (5 Essentials)
I trust the principal at his word - 61% agree (5 Essentials)
Teachers feel respected by the principal - 73% agree (5 Essentials)
84% of teachers feel loyal to this school (5 Essentials)
85% of teachers in this school trust each other (5 Essentials)
73% of teachers feel respected to a great extent by other teachers (5 Essentials)
89% of students feel safe and comfortable with their teachers at this school (5 Essentials)
88% of students agree that their teachers treat them with respect (5 Essentials)
REACH 1b: Demonstrating Knowledge of Students - Teachers scored 2.6% Basic, 29.8% Proficient, 67.5% Distinguished (REACH Report SY 16-17)
REACH 2a: Creating an Environment of Respect and Rapport - Teachers scored 0.8% Basic, 54.9% Proficient, 44.3% Distinguished (REACH Report SY16-17)

According to the School Climate Self Assessment (2017) Responses Agree that…

Adults greet students warmly and interact positively with students during passing periods.
Adults in the building show care and respect for students through daily positive, supportive, personalized interactions.
Students report feeling connected with at least one adult who knows him/her and provides personalized support.
Students report that they share a high level of mutual trust and respect with their teachers.
Staff members feel supported and respected by one another personally and professionally.
Parents and families report that the school is a warm, inviting place and feel welcome at school and school activities.
Students show empathy and respect for each other.
Adults frequently acknowledge students for their positive contributions to the school community.
Leadership frequently acknowledges all staff for their positive contribution to the school community.

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

- Reach 1b: Demonstrating Knowledge of Students (June 2017) – Teachers scored Basic 5.19%, Proficient 84.42%, and Distinguished 10.39%
- 52 IB Sophomores students partake in the Personal Project where students: Defines a clear and challenging goal and context for response to their goal/criteria. Presents an evaluation of the quality of the project/outcome against his/her own criteria
- 37 students move into full DP are provided with a commitment contract outlining the criteria to become a full DP candidate along with a self-reflection that every candidate must complete addressing the following areas: motivation, disciplined habits, academic achievement, intellectual promise and self confidence
- 139 MYP students complete a semester reflection where they grade their proficiency of the IB Learner Profile traits and the approaches to learning skills
- Dual Enrollment Program through city colleges - 65 students
- Exemplary post-secondary coach and CTE coordinator team
- 37 IHSA recognized sports teams at the school
- 100% compliance with the Title IX
- Over 100 student council members – 2 student representatives per advisory nominated/voted to be a part of student council
- 14 Student Council officers – including 9-12th graders
- 32 National Honor Society Members
- CTE programs available to students include: Business & Finance, Digital Media, Automotive, Engineering
- 9 Advanced Placement Offerings (AP courses)
- 228 students enrolled in AP courses
- AVID, One Goal, and International Baccalaureate Diploma School
- 30+ Clubs and activities offered
- After School Matters
- Columbia Arts Program

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. Utilize 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

- The principal is an effective manager who makes the school run smoothly - 63% agree (5 Essentials)
- Teachers have influence in setting standards for student behavior - 65% agree (5 Essentials)
- 67% of students feel "mostly safe" or "very safe" outside around the school (5 Essentials)
- 77% of students feel "mostly safe" or "very safe" in the bathrooms of the school (5 Essentials)
- 78% of students feel "mostly safe" or "very safe" in the hallways of the school (5 Essentials)
- 91% of students feel "mostly safe" or "very safe" in their classes (5 Essentials)
- 80% of students feel" safe everywhere in and around the building. (Culture and Climate May 2017 student survey)
- REACH 2c: Managing Classroom Procedures - Teachers scored : 12.2 % Basic, 76.83% Proficient, 10.98% Distinguished
(REACH Report February 2016)
-Established school-wide referral process for Behavioral Health Team
-Advisory lessons model and reinforce Schurz Behavioral Matrix
-Schurz Behavioral Matrix posted in all Classroom Rooms and common area
- PBIS School wide Initiatives
- School wide Hallway safety Plan
-Established Grade Level Teams focused on student success though positive reinforcement with academic support with emphasis
on proactive versus reactive
- CPS student code of conduct enforcement
- Partnership with 17th District CPD
- Partnerships with BAM , WOW, Core Etiquette, Step Up, LifeBuilders, Polished Pebbles

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:

Score

1   2   **3**   4

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

- Out of school suspension rate = 22.58% in SY16-17 EOY
- REACH 2a: Creating an Environment of Respect and Rapport - Teachers scored 7.69% Basic, 71.79% Proficient, 19.23% Distinguished (REACH Report February 2017)
- REACH 2d: Managing Student Behavior - Teachers scored 20.78% Basic, 70.13% Proficient, 9.09% Distinguished (REACH Report February 2017)
- Out of School Suspensions per 100 Students = 7.45% 2016-17
- Weekly behavioral health team meetings starting on 09/08/2017 until the end of the school year
-Culture and Climate Team bi-weekly and or Weekly meetings that identify school wide exceptions that promote academic growth, communication and positive school culture; planning meetings begin summer of 2017 and weekly and or biweekly meeting occur TuesdayPartnership with 17th District CPD
- Partnerships with BAM , WOW, Core Etiquette, Step Up, LifeBuilders, Polished Pebbles
DOG Reports distributed weekly to help students track their own success academically and behaviorally
90% attendance sued as a metric for keeping students "on-track"
-Culture and Climate team meet weekly to identify school wide expectations that promote academic growth and academic culture
-Culture and Climate team created hallway expectations for students and behavioral matrix posters to promote academic success. Poster -are displayed in hallways and all classrooms.
-Culture and Climate team create weekly lessons based on Social & Emotional Learning Standards that are presented to the students every week during advisory
-SEL lessons are shared weekly during grade level meetings.
-Senior Seminar classes use the CPS curriculum that focuses on weekly Growth Mindset lessons
-Attendance Monitoring Initiative (In math classes, all students graph their current attendance and attendance goal bi-weekly and monitor their 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

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.

• Hold Saturday ESL, Technology, and GED workshops open to parents and adults in the community.
-- flyers, schedules, attendance sheets, agendas, website posts

• Parent Advisory Committee (PAC) -- Hold bi-monthly meetings with parents on the PAC to discuss school policies, new initiatives, and ways for parents to become involved. Communicate to all parents about opportunities to join the PAC as well as summaries of PAC meetings.
--minutes, attendance, agendas, presentations, newsletter

• Bilingual Advisory Committee (BAC) -- Hold bi-monthly meetings with member of the BAC to discuss outreach for bilingual families.
--minutes, attendance, agendas, presentations, newsletter

• Send out a monthly parent newsletter from administration in English and Spanish with school successes, upcoming events, PAC and BAC meeting summaries, and ways for parents to get involved.

• Invite parents to become involved with the the Friends of Schurz parent and community partnership to support supplemental needs of the school.
--minutes, email lists, rosters, calendars of activities.

• Provide parent information and support in multiple languages
-- Provide information in English and Spanish via phone and
-- Provide Spanish interpreter at all parent meetings and events.
-- Dedicate support personnel to engage parents in their native language to discuss student academic performance, attendance, and discipline.

• Promote the use of Parent Portal by training staff members at Parent Access Points to assist parents with setting up active accounts.

-Make the school more welcoming to parents…
--signage
--greetings
--training for employees at "Parent Access Points" (front desk, SpEd, counseling, attendance, main office)
--communication of opportunities at access points (PAC mtgs, BAC mtgs, flyers, newsletters, etc.
--parent bulletin board near entrance

- Parent Resource Center
--parent opportunities
--job opportunities in and outside of the school
--tech assistance (parent portal, setting up emails, etc.)

- How do we communicate to parents about an individual student's progress?
-- Dedicate support personnel to engage parents in their native language to discuss student academic performance, attendance, and discipline.

- How do we solicit feedback from parents (ask questions, raise, concerns, feedback) and how do we address concerns?
--Parent exit survey after meetings to collect feedback and email accounts?

- Volunteer opportunities for parents (Friends of Schurz volunteer meeting, for example).

-Re-brand Saturday workshops as Parent University and advertise opportunities.

FROM SEF...

-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.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

CPS SCHOOL EXCELLENCE FRAMEWORK

School Excellence Framework Priorities

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

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					
Oragnized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

PSAT 9 Annual Growth Measure

This growth target reflects a 2% increase year to year.	(Blank)	34.00	38.00	40.00	42.00

PSAT 10 Annual Growth Measure

PSAT10 Growth Percentile (grade 10) All Students	(Blank)	43.00	45.00	48.00	50.00

SAT Annual Growth Measure

SAT Growth Percentile (grade 11) All Students	(Blank)	39.00	43.00	45.00	48.00

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

New Metric	(Blank)	(Blank)	45.00	48.00	50.00

African-American School Growth Percentile SAT11

New Metric	(Blank)	(Blank)	45.00	48.00	50.00

Hispanic School Growth Percentile SAT11

Hispanic Priority Group	(Blank)	42.00	45.00	47.00	50.00

English Learner School Growth Percentile SAT11

New Metric	(Blank)	(Blank)	45.00	48.00	50.00

Diverse Learner School Growth Percentile SAT11

Diverse Learners Priority Group	(Blank)	21.00	23.00	25.00	27.00

Percent Meeting College Readiness Benchmarks

PSAT9, PSAT10 and SAT Attainment % of Students Meeting College Readiness Benchmarks	(Blank)	21.00	25.00	27.00	30.00

Early College and Career Credentials Rate

Early college and career credentials	30.00	31.00	35.00	37.00	39.00

Freshmen On-Track Rate

Freshman on-track rate	78.00	80.00	82.00	84.00	86.00

4-Year Cohort Graduation Rate

4-year cohort graduation rate	69.00	66.00	70.00	72.00	73.00

1-Year Dropout Rate

1-year dropout rate	5.00	5.00	4.00	3.75	3.50

College Enrollment Rate

College enrollment rate (Class of 2016)	50.00	47.00	51.00	53.00	55.00

College Persistence Rate

College persistence rate (Class of 2015)	60.00	62.00	64.00	66.00	68.00

Average Daily Attendance Rate

Average Daily Attendance Rate	86.00	84.00	86.00	87.00	88.00

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...
Develop a fair and equitable school-wide grade policy...	improved course success and measurement of student learning	more students on track to graduate high school and college.

Tags:
Post secondary, Freshman on-track, Academic achievement

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Engage Grade Level Teams in initial conversations around developing a fair and equitable school wide grading	SLT	Jan 1, 2018 to Jun 22, 2018	On-Track

Attendance

Engage other network and out of network schools in conversations around grading policies to learn what is working and not to support On-Track behaviors	9th grade Leadership Team / SLT	Jan 1, 2018 to Jun 1, 2018	On-Track

Attendance

Engage staff in literature on effective grading practices.	SLT and Staff	Jun 1, 2018 to Jun 30, 2018	On-Track
Engage staff in values conversation regarding grading:Fair, Accurate, Specfic, Timely, Measures, Standards Based.	SLT and Staff	Jun 1, 2018 to Jun 30, 2018	On-Track
Study other schools with effective grading policies to understand why and how they work.	SLT and Staff	Jul 1, 2018 to Jul 31, 2018	On-Track
Develop first iteration of policy for implementation SY18-19 and allow time for staff feedback on new grading policies with time for revision	SLT and Staff	Jun 24, 2018 to Jun 30, 2018	On-Track
Course Teams will engage in grade book analysis sessions twice a quarter (Every 5 Weeks)	Department Teams	Sep 1, 2018 to Aug 3, 2019	On-Track
Grade Level Teams will engage in grade book analysis sessions twice a quarter (Every 5 Weeks)	GLTs	Sep 1, 2018 to Jul 6, 2019	On-Track

January 2019 - First Semester practices review	Staff	Jan 1, 2019 to Jan 31, 2019	On-Track
June 2019 - Second Semester practices review	Staff	Jun 1, 2019 to Jun 30, 2019	On-Track
Parent engagement on new grading policy with emphasis on student attendance.	(Blank)	select	Completed

Strategy 2

If we do...	...then we see...	...which leads to...
Develop a school curriculum system tightly aligned to the Common Core and SAT with reliable predictive power and facilitate regular data-driven teacher instructional planning meetings...	targeted and differentiated classroom instruction based on real-time student performance from tasks and assessments aligned with the common core and the SAT.	improved PSAT, SAT, and life outcomes for students.

Tags:

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Plan professional learning session on the PSAT and SAT for core academic teachers	SLT	Nov 1, 2017 to Apr 10, 2018	Completed
Lead professional learning session on the PSAT and SAT for core academic teachers.	SLT - AP	Nov 1, 2017 to Dec 1, 2017	Completed
Schedule Summer Planning Summit.	SLT	Apr 16, 2018 to Jun 22, 2018	Completed
Execute Summer Planning Summit	SLT	Jun 24, 2018 to Jul 28, 2018	On-Track
Engage staff in essential question: Why do we plan?	SLT and Staff	Aug 27, 2018 to Aug 31, 2018	On-Track
Engage staff in literature on effective planning	SLT and Staff	Aug 27, 2018 to Aug 31, 2018	On-Track
Revisit Schurz Unit Planning Template: Good, Bad, Needs to Change, Why?, What do we have to do to make this an effective planning	SLT and Staff	Apr 25, 2018 to May 31, 2018	On-Track
Develop clear expectations for outcomes of planning meetings.	SLT	Apr 23, 2018 to May 31, 2018	On-Track
Develop and share expectations for unit plans, and assessments submission, feedback, and	ILT, Staff	Apr 23, 2018 to May 31, 2018	On-Track

Embed SEL standards in planning documents as part of our school-wide effort to improve attendance.	*(Blank)*	Jul 1, 2018 to Jul 31, 2018	Behind

Attendance, Climate and Culture, Restorative approaches to discipline

Strategy 3

If we do...	...then we see...	...which leads to...
Effectively plan with internal instructional planning documents (unit plans, lesson plans, assessment) aligned with the SAT, Common Core, and SEL standards with a focus on student discourse	students will be highly engaged in student discourse by challenging their thinking and collaborating with one another as active members of the learning community.	...improved success on the SAT and PSAT and college

Tags:
Assessment, Instructional task

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
ILT Summer Retreat: Progress on Priorities, Reflection, and Refinement of SY18-19 work	SLT, ILT	Jul 1, 2018 to Jul 14, 2018	On-Track

Planning for instruction

Develop SY18-19 Professional Development Plan	SLTq	Jul 1, 2018 to Jul 31, 2018	On-Track

Professional Learning

Staff PD on hows and why's of summer retreat with expectations for implementation of practices.	ILT, Teachers	Aug 27, 2018 to Aug 31, 2018	On-Track
Share structure for inquiry cycles with staff:	SLT, ILT	Aug 27, 2018 to Aug 31, 2018	On-Track
Schedule and conduct grade level lesson study- Semester I	*(Blank)*	Sep 1, 2018 to Jan 31, 2019	On-Track
Schedule and conduct grade level lesson study- Semester II	*(Blank)*	Feb 1, 2019 to Jun 21, 2019	On-Track
Inquiry Cycle: Conduct BOY Instructional Core Effectiveness Walk.	*(Blank)*	Oct 1, 2018 to Oct 31, 2018	Behind
Inquiry Cycle I: Walk Data analysis and next steps	*(Blank)*	select	Behind
Data Cycles based on Priorities I and II every quarter	*(Blank)*	Aug 1, 2018 to Jun 30, 2019	Behind
Implement best practices in SEL in all classroom as part of our school wide effort to improve attendance.	*(Blank)*	select	Behind

Provide professional development for staff on SEL standards and implementation in planning and classroom practice	*(Blank)*	Jul 30, 2018 to Aug 3, 2018	On-Track

Social emotional learning

Strategy 4

If we do...	...then we see...	...which leads to...
develop and create clear processes and protocols around SEL curriculum, and discipline practices, paired with additional staff training around restorative practices and general SEL support.	teachers implementing Tier I SEL supports in classrooms, and improved school-wide interventions...	increase in students who require services being matched with appropriated with community partners, a decrease in tardies, increase in attendance, a decrease in high and low-level disciplinary infractions and suspensions, a stronger school culture for our staff, and a more positive school climate overall.

Tags:

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Status

Action Plan

Strategy 1

ON-TRACK   Engage Grade Level Teams in initial conversations around developing a fair and equitable school wide grading"

Jan 01, 2018 to Jun 22, 2018 - SLT

Status history

May 17

ON-TRACK   May 17, 2018
Evidence
Meeting Minutes, Draft, Policies, Agenda from Grading Policy Colloquium

ON-TRACK

Engage other network and out of network schools in conversations around grading policies to learn what is working and not to support On-Track behaviors"

Jan 01, 2018 to Jun 01, 2018 - 9th grade Leadership Team / SLT

Status history

May 17

ON-TRACK   May 17, 2018
Evidence
PLC Meeting Minutes, GLT minutes, School Visits, Pilots

ON-TRACK   Engage staff in literature on effective grading practices."

Jun 01, 2018 to Jun 30, 2018 - SLT and Staff

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Literature Agendas Action Items

ON-TRACK Engage staff in values conversation regarding grading:Fair, Accurate, Specfic, Timely, Measures, Standards Based."

Jun 01, 2018 to Jun 30, 2018 - SLT and Staff

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Agendas

ON-TRACK Study other schools with effective grading policies to understand why and how they work."

Jul 01, 2018 to Jul 31, 2018 - SLT and Staff

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Agendas Notes

ON-TRACK Develop first iteration of policy for implementation SY18-19 and allow time for staff feedback on new grading policies with time for revision"

Jun 24, 2018 to Jun 30, 2018 - SLT and Staff

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Draft Policy

ON-TRACK Course Teams will engage in grade book analysis sessions twice a quarter (Every 5 Weeks)"

Sep 01, 2018 to Aug 03, 2019 - Department Teams

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Agendas Data Analysis Notes

ON-TRACK Grade Level Teams will engage in grade book analysis sessions twice a quarter (Every 5 Weeks)"

Sep 01, 2018 to Jul 06, 2019 - GLTs

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Agendas Data Analysis Notes

ON-TRACK January 2019 - First Semester practices review"

Jan 01, 2019 to Jan 31, 2019 - Staff

Status history

May 17

ON-TRACK | May 17, 2018
Evidence

ON-TRACK | June 2019 - Second Semester practices review"

Jun 01, 2019 to Jun 30, 2019 - Staff

Status history

May 17

ON-TRACK | May 17, 2018
Evidence

COMPLETED | Parent engagement on new grading policy with emphasis on student attendance."

-

Status history

May 17

COMPLETED | May 17, 2018
Evidence

Strategy 2

COMPLETED | Plan professional learning session on the PSAT and SAT for core academic teachers"

Nov 01, 2017 to Apr 10, 2018 - SLT

Status history

May 17

COMPLETED | May 17, 2018
Evidence
Agenda, PPTs, Sign in sheets, instructional plans

COMPLETED | Lead professional learning session on the PSAT and SAT for core academic teachers."

Nov 01, 2017 to Dec 01, 2017 - SLT - AP

Status history

May 17

COMPLETED | May 17, 2018
Evidence
Agenda, PPTs, Sign in sheets, instructional plans

COMPLETED | Schedule Summer Planning Summit."

Apr 16, 2018 to Jun 22, 2018 - SLT

Status history

May 17

COMPLETED | May 17, 2018
Evidence
Calendar Invite

ON-TRACK | Execute Summer Planning Summit"

Jun 24, 2018 to Jul 28, 2018 - SLT

Status history

May 17

ON-TRACK | May 17, 2018
Evidence
Agendas, sign- in sheets, instructional planning documents.

ON-TRACK | Engage staff in essential question: Why do we plan?"

Aug 27, 2018 to Aug 31, 2018 - SLT and Staff

Status history

May 17

ON-TRACK | May 17, 2018
Evidence
Agendas, sign- in sheets, instructional planning documents.

ON-TRACK | Engage staff in literature on effective planning"

Aug 27, 2018 to Aug 31, 2018 - SLT and Staff

Status history

May 17

ON-TRACK | May 17, 2018
Evidence
Agenda, PPTs, Sign in sheets, instructional plans

ON-TRACK | Revisit Schurz Unit Planning Template: Good, Bad, Needs to Change, Why?, What do we have to do to make this an effective planning"

Apr 25, 2018 to May 31, 2018 - SLT and Staff

Status history

May 17

ON-TRACK | May 17, 2018
Evidence
Agenda, PPTs, Sign in sheets, instructional planning documents

ON-TRACK | Develop clear expectations for outcomes of planning meetings."

Apr 23, 2018 to May 31, 2018 - SLT

Status history

May 17

ON-TRACK | May 17, 2018
Evidence

Planning Guidelines

ON-TRACK Develop and share expectations for unit plans, and assessments submission, feedback, and"
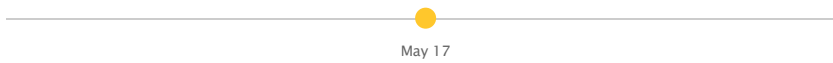
Apr 23, 2018 to May 31, 2018 - ILT, Staff

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Revised Planning Documents

BEHIND Embed SEL standards in planning documents as part of our school-wide effort to improve attendance."

Jul 01, 2018 to Jul 31, 2018 -

Status history

May 17

BEHIND May 17, 2018
Problem
Root Cause
Next steps

Strategy 3

ON-TRACK ILT Summer Retreat: Progress on Priorities, Reflection, and Refinement of SY18-19 work"

Jul 01, 2018 to Jul 14, 2018 - SLT, ILT

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Agendas, sign in sheets, Instructional Plans, Assessments

ON-TRACK Develop SY18-19 Professional Development Plan"

Jul 01, 2018 to Jul 31, 2018 - SLTq

Status history

May 17

ON-TRACK May 17, 2018
Evidence

ON-TRACK Staff PD on hows and why's of summer retreat with expectations for implementation of practices."

Aug 27, 2018 to Aug 31, 2018 - ILT, Teachers

Status history

May 17

ON-TRACK May 17, 2018
Evidence

ON-TRACK Share structure for inquiry cycles with staff:"

Aug 27, 2018 to Aug 31, 2018 - SLT, ILT

Status history

May 17

ON-TRACK May 17, 2018
Evidence

ON-TRACK Schedule and conduct grade level lesson study- Semester I"

Sep 01, 2018 to Jan 31, 2019 -

Status history

May 17

ON-TRACK May 17, 2018
Evidence

ON-TRACK Schedule and conduct grade level lesson study- Semester II"

Feb 01, 2019 to Jun 21, 2019 -

Status history

May 17

ON-TRACK May 17, 2018
Evidence

BEHIND Inquiry Cycle: Conduct BOY Instructional Core Effectiveness Walk."

Oct 01, 2018 to Oct 31, 2018 -

Status history

May 17

BEHIND May 17, 2018
Problem
Root Cause
Next steps

BEHIND Inquiry Cycle I: Walk Data analysis and next steps"

-

Status history

May 17

BEHIND May 17, 2018
Problem
Root Cause
Next steps

BEHIND Data Cycles based on Priorities I and II every quarter"

Aug 01, 2018 to Jun 30, 2019 -

Status history

| BEHIND | May 17, 2018
Problem
Root Cause
Next steps |

| BEHIND | Implement best practices in SEL in all classroom as part of our school wide effort to improve attendance."

-

Status history

May 17

| BEHIND | May 17, 2018
Problem
Root Cause
Next steps |

| ON-TRACK | Provide professional development for staff on SEL standards and implementation in planning and classroom practice"

Jul 30, 2018 to Aug 03, 2018 -

Status history

May 17

| ON-TRACK | May 17, 2018
Evidence |

Strategy 4

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.

> There is a mandatory meeting in the beginning of the school year that seeks parents involvement in developing this plan.
>
> Also every month there is a "Cafecito" with the principal where BAC and a NCLB PAC meeting.

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

> Mandatory Meeting at the beginning of the year for Parent Input and budgetary allocations.
>
> We offer GED, ESL, Technology, Citizenship, Auto Shop for parents
>
> There is also a mandatory parent meeting (by grade level) to outline student expectations, special activities, and post-secondary planning information.
>
> The two dates were on Saturday, September 30
> 6:00 pm informational meeting
> 6:45 pm organizational meeting

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

> At the beginning of the year, we meet with parents to outline the High School promotion policy, Access Exams, ACT, and PARCC exams and describe the proficiency levels the students are expected to meet.

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.

> At the beginning of the year, we meet with parents to outline the High School promotion policy, Access Exams, SAT, and PSAT exams and describe the proficiency levels the students are expected to meet.

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.

> A letter is distributed at the beginning of the year to explain the NCLB Highly Qualified status.
>
> This information is also posted on the Schurz website.

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 following information is presented at the first NCLB PAC meeting: Attendance Policy, Parent Portal, Schurz website, Promotion Policy, how to read a Report Card, Assessment Information

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.

NCLB Parent workshops & ESL classes on Saturdays

There is also a mandatory parent meeting (by grade level) to outline student expectations, special activities, and post-secondary planning information.

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.

Advisory teachers call all students to remind students of the first day of school. We want to begin a monthly newsletter that informs parents of Schurz events, special topics, successes and opportunities, and post-secondary topics

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

N/A

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

Every document that we issue is written in both English and Spanish, as well as posted on the Schurz website. Robo-caller messages are in both Spanish and English and parent meetings are bilingual. We also provide translation services for teachers who need to call home.

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)

NA

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.)

Carl Schurz High School will provide supportive academic programs for all our students. Each course curriculum will incorporate varied instructional approaches that address diverse learning styles and support the social-emotional growth of our multicultural population. The educational environment will focus on the improvement of reading, writing, math and the integration of technology across all content areas. By involving all stakeholders in the learning process, Schurz High School will graduate students prepared to succeed in our global 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.

Schurz will hold Open House for Parent Teacher conferences two times a year. They will take place at the end of the 1st and 3rd quarter.

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

Students receive biweekly DOG Reports (Discipline, On-Time/Attendance, Grades)
5-week Progress Reports are mailed home
Bilingual students receive report cards in English/Spanish

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

Parents can always contact the school via phone or email to request a conferences with teachers and administrators at a mutually agreeable time.

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

The school has an open door policy. Parents can come into classes to volunteer, observe classroom activities, or chaperone a field trip. We also have miscellaneous positions which are available for parents to apply for.

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

The Parent Portal gives parent access to attendance and grades. Parents should encourage students to attend the Academic Support Center and tutoring after school. Freshman Focus also offers additional intensive support for students struggling in their 9th grade classes.

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

Parents can meet with their student's counselor, the school programmer, and the administration to provide feedback in decisions relating to the education of their children.

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).

There is a Student Contract that all students and parents sign at the beginning of each school year outlining student expectations. The monthly PBIS (Positive Behavior Intervention System) assemblies promote good attendance, positive attitude, and school preparation with daily reinforcement in the classroom.

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.

To create a partnership with our parents by supporting their learning needs via ESL, technology, and Spanish courses on Saturdays. By providing these services to parents we increase student achievement because parents become more involved and thus can begin to help support the students at school

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.	$ 9137	.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.	$ 166	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 600	.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** | $ | 400 | .00 |
| | For Parents use only. | | | |

| <p>54205</p>Travel | $ | 0 | .00 |
| Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | | | |

| <p>54565</p>Reimbursements | $ | 0 | .00 |
| Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | | | |

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

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

| 55005 | **Furniture and Equipment** | $ | 0 | .00 |
| | Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | | | |