John Marshall Metropolitan High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic

04/04/2018	All members of CIWP team	assigning roles and timelines
04/11/2018	Principal, LSC Chair, PAC Chair	parent involvement
04/18/2018	Principal, Deans, Asst. Principal	school culture, culture of learning
04/25/2018	All members of the CIWP	first revision
	All members of the CIWP	final revision

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

-Monthly Leadership Team meetings.
-5 week listening tour with staff.
-PPC, LSC, PAC Meeting minutes.
-Administrative Team Meetings.
-Creation of Teacher Suggestions Box.
-Student Leadership Team.
-Bi-Monthly meeting with School Leadership Team.
-Student suggestion Box.
-Teacher and student surveys each semester.
-Rebranding of school which includes language of vision, mission, and shared responsibility.
-Efficacy practices embedded in all adults in the building to own a certain priority of the school, even ones not on leadership team.
-Create collective expectations, possible "mantra" for staff to constantly remind them of their role in the common goal.
-Common language with staff regarding expectations.
-Vision Statement: The vision is ensure that all students are prepared to be productive citizens in our global society.
- Mission Statement: Our mission is to provide all students with a quality education, including effective communication, critical thinking, and relationship building skills.
- Staff/Teacher of the Month
- Shared Leadership/Roles - Instructional Leadership Team, grade level, and dept leaders
- School Reform Initiative (SRI) meeting protocols, agenda, meeting minutes
- Needs assessment surveys
- Gradual Release of Responsibility for instructional school-wide focus
- 5 Signature Strategies taken from Teach Like a Champion
-Teacher Handbook and a Scholar Code of Conduct.

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

The evidence is stated below:
-ILT uses the comprehensive Academic Approach system to constantly review data and implement corrective action every 5 weeks through interim assessments prior to school-wide benchmarks.
-ILT should play a major role in creating and monitoring the scope and sequence of each content area to ensure skills are mastered within each unit of learning.
-ILT should focus on rigor within assessments aligned to Common Core and backwards map so that instruction during each cycle is aligned. -At the conclusion of each 5 week cycle, teacher teams should be using root cause analysis to address misconceptions and plans for future instruction.
-Teacher teams should hold frequent data analysis meetings.
-Assess the quality of ILT meetings three times a year using the ILT Effectiveness Rubric.
-Progress monitor school programs, initiatives, and practices for effectiveness in increasing student academic achievement.
-PSAT and SAT data driven cycle: Use timely and relevant data/evidence sources.
-Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
-Progress Monitoring of previous actions
-Shared leadership for improving teaching and learning with representative school members: grade level and dept leads, ILT, counseling, and Admin team
-Organize the team around a common understanding of team's purpose and instructional priorities (vision and mission statement)
-Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
-Systematically consider root cause(s) based on thorough review of evidence: 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.
-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.
-Regularly inform and engage stakeholders of key data and work of the ILT.

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.
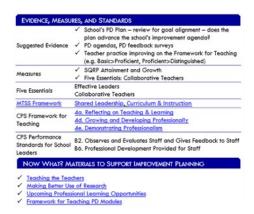
Score

1   2   **3**   4

-Grant a minimum of three off campus professional development required for all teachers.
-Addition of Assessments Data Dialogues with ELA, Math, and Science to be held every 5 weeks.
-Attend Network 5 Instructional Core-Walks
-Attend Network 5 To and Through Conferences
-Teacher leads from each core content area will attend the CPS HS Summits.
-Teacher leads and key stakeholders will attend the Office of SEL's four day institute in the summer to acquire best practices in school climate, classroom management, and restorative approaches.
-Develop an in-house cycle of PDs to share learning.
-Common time for co-teachers to collaborate.
-Teacher -led PDs based on teacher strengths
-Teacher surveys asking teachers for topics for professional improvement
-Evidence also includes positive PD survey feedback, coach and administration observation notes, and teacher and student growth on REACH and SQRP attainment and growth.
-Coaches and administration meet weekly to analyze observation and
coaching data to determine next steps in individualized support for teachers.
-Teacher progress is tracked weekly through google drive and used to inform coaching and differentiated PD sessions.

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

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

-Ensure all classes are staffed with highly qualified teachers.
-Hire a full time scheduler
-Addition of special education teacher to total three.
-Provide a range of course offerings to ensure all students have access to fulfill graduation requirements.
-Allocation of teachers and aides to the Diverse Learners meets the minimum requirements.
-Instructional resources and partnerships align to student outcomes.
-Possible interviews of teaching staff involving ILT or Department lead
-Schedules: School day and student schedules aligned with student needs
-SIG Grant (purchased Chromebooks, ELMOs, etc)
-Stakeholders involved in the hiring process
-Hiring process involves teaching a demo lesson, review of previous REACH evaluations
-Evaluated partnerships with external organizations to see effectiveness

Guide for Aligned Resources

  ○ **Design a school day that is responsive to student needs.**
    - Use CPS Instructional Time Guidelines to maximize instructional time.
    - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
  ○ **Align the budget to the CIWP priorities and the mission of the school.**
    - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
    - Leverage strategic source vendors to maximize dollars.
    - Seek and obtain grants to support articulated needs.
    - Use grant funds strategically to support areas of highest need.
    - Maximize the use of supplemental funding to close any priority group achievement gaps.
  ○ **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
  ○ **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of**

outcomes of particular uses of resources.
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

Score

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.

1   2   **3**   4

-School wide strategies will include Everybody Writes and Accountable talk to increase students' identity and agency.
-Students will begin to collaborate with each other in order to construct their own understanding.
-Improved outcomes on the SAT and AP Language and Composition exam, Social Science and English teachers across all grade levels will use the SAT Writing Tool to guide students through the process of writing a rhetorical analysis essay.
-Scope and Sequences in every content area, calendars of instruction.
-Assessment Meetings to analyze rigor and alignment to high priority standards
-For students with diverse learning needs, it is necessary to incorporate foundational skills in high school grades also.
-Explicit instruction of foundational skills can be addressed using approaches such as Orton-Gillingham https://www.orton-gillingham.com or Wilson Reading www.wilsonlanguage.com/
-SQRP attainment and growth, curriculum maps, unit plans, PARCC aligned assessments, REACH, exit slips, EQs to guide units and summative writing assessments
-Advanced Placement courses / CTE programs: JROTC, Culinary, and Horticulture
-Cambridge hosted and supported sustainable curricular collaboration for English and Social Science teachers, and worked with teams to implement the outlined writing curriculum and create ACT and PARCC aligned unit plans that target priority skills—teachers have identified and articulated priority skills, put these into their Unit 6 plans, and allowed them to guide UbD unit plans.
-Growth areas include equitable access to computer labs and textbooks/novels for all departments and students, integrating SEL standards in the classroom, alignment of skills both vertically and horizontally per department, and consistent curriculum/pacing guide creation and utilization.

Guide for Curriculum

- o
  - **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).
- o **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.
- o **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).
- o **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.
- o **Integrate academic and social emotional learning.**
- o **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.
- o
  - 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

-The use of assistive technology may be beneficial to many students.
-Use of audiobooks such as found on www.bookshare.org and www.learningally.org
-Writing instruction should be scaffolded to meet the needs of individual students.
-Supports can include: Word prediction programs - Co-writer/Write out loud
-Our instructional materials are aligned to curricular plans, expectations & standards:
-We offer a variety of technology to students and staff to support student educational needs, i.e., desktop computers, laptop computers, Chromebooks, Ipads and Mondo Pads. This technology is available to help differentiate instruction. Student outcomes and developmental appropriateness is determined by who will benefit at what time from use of specific technology based on purchased online tools geared to measure student achievement in particular areas to help align supplemental instruction. More intentionality is needed around equitable accessibility, how to effectively use the tools, and teacher training on the tools to ensure regular use.
-Other resources: Think Through Math, Mastery Connect, Study Island, Elmos, and LCD projectors

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

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

✓ 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

-Tasks are aligned to CCSS and to the demands of the PSAT/SAT.
-Instructional tasks prepare students to meet college readiness benchmarks on the SAT by the end of the 11th grade.
-Through our department meetings, and course team meetings, teachers follow specific protocols that allow them to examine student work to monitor progress towards mastery of standards/skills.
-Tasks require students to justify interpretations and arguments with evidence and examples through writing and academic discourse.
-Implementation of strong and rigorous math task activity added to each objective attached to the agenda to be included in lesson plans.
-Implementation of strong and rigorous literacy task added to each objective attached to the agenda to be included in lesson plans.
-Instructional walkthrough to look specifically at rigorous task in Science, Math and ELA classes.
-Summer planning date is set and a bucket created for teachers to work on rigorous task i the areas of ELA, Math, and Science.
-Teachers work to align tasks to standards.
-Teachers have systems in place to check for student understanding, and assess
students through the closure strategy, Exit Slips.
-Teachers plan for collaborative as well as individual assignments that are aligned to state standards.
-Task reflect key complexity and
evidence of knowledge of transferable learning.
-Task provide students with the opportunity to relate key ideas to concepts, and
engage with the learning environment in a critical manner.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students,

to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

- ✓ Teaching for Robust Understanding in Mathematics (TRU Math)
- ✓ Math Practices: What to Look For Observation Tool
- ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
- ✓ Student Work Protocol (EQuIP)
- ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Incoming freshmen will participate in a 1-4 week transition program called freshmen connection. This gives them a chance to meet some of their teachers, counselors, support staff and familiarize themselves with the building. Throughout the day students will have a curriculum to follow which will consist of a academic piece, a college/postsecondary piece, lunch, college tours, team building, career exploration and Naviance. Students will have a shortened mock schedule that includes and math class, an English class, a class with counseling curriculum and a class with Umoja curriculum. The Umoja curriculum, the counseling curriculum and the team building activities will help prepare them to be successful high school students. Any freshmen that do not attend freshmen connections will be individually brought up to speed with Naviance and other freshmen expectations during the freshmen orientation. In addition, in the beginning of the year, all 9th graders will have a guidance lesson graduation requirements, calculating GPA, and expectations regarding grades attendance and behavior.

All grade levels will have opportunities throughout the year be exposed to college readiness in which Naviance KPI's will be completed during different classes. College tours, fairs and college representatives will also be brought into Marshall to meet with students and discuss college access requirements as well as highlights of their campuses.

All grade levels will attend a beginning of the year orientation which will take place prior to school starting. 9th and 10 grade will attend one session and 11th and 12th will attend a session. During this orientation clear post-secondary expectations will be communicated and introduced. All rising seniors will have a college notebook that provides a calendar of dates for when important things are do. Lists of resources, and checklists for all the things post-secondary related that need to be competed throughout the year.

Students at each grade level will be required to develop a end of the year goal that focuses on their plan after high school, which will be captured in Naviance under their profile. Students goals should be revisited each semester and revised based off of their progress. New goals should be set and small milestones should be discussed to assist students with getting to their overall goal.

There will be monthly classroom guidance lessons for all grade levels throughout the year focusing on exploring various careers, researching colleges, study skills. We will also use these lessons to introduce them to various work programs that are available to them.

Students 9-11 will participate in weekly or Bi-weekly lessons on Khan academy which will better assist them in preparing for the SAT. 12th grade students that did not do well or that are not satisfied with their SAT results will also be allowed to practice on Khan Academy and retake the SAT.

Early college access will be presented and offered to students through, CTE programs, Dual Credit courses, dual enrollment programs and other partnerships with city colleges such as JumpStart.

Junior students will be required to complete a personal statement (English III), Expected family contribution calculator (EFC) on Naviance, identify 1 staff member to write and submit a recommendation letter for them, a resume, sign up and attend a minimum of 1 college tour/college fair/college rep visit/or Career fair

Senior students will be required to complete a FAFSA application, complete the Common App, complete the interest profiler on Naviance, report and request all college material through Naviance, complete a minimum of 5 college applications (1 must be a CCC), attend a minimum of 1 college tour and 1 college fair/college rep visit, apply for at least 1 scholarship a month until college is fully funded, complete the SEQ, provide proof of an award letter from their intended school of interest, select a college of choice by June and complete a senior exit interview. Seniors that are not interested in college will have opportunities to receive exposure in different workforce trades (Career fairs/workforce site visits), Military armed forces (Career Fair and recruiter visits) NOTE: any student interested in military will be required to sign up and show proof of successfully completion of ASVAB test. GAP year students will have to provide proof of what they are working on to better prepare themselves to enroll in college the following year. Seniors going into trade programs will have to provide evidence of completion of certification and/or evidence that they are enrolling into a program upon the completion of HS.

Students will be grouped into small POSSE's based upon college or career of choice in which support systems and relationships will be developed amongst the groups

All evidence will be reported and tracked in Naviance

Plans will be reviewed, revised and discussed during senior seminar.

MTSS will develop, track progress and modify attendance, behavior and academic supports/interventions to ensure every student the opportunity to succeed. Supports/interventions will be tiered in the following categories:

T1- universal supports provided for all students including instructional strategies such as assessments, flexible grouping, ongoing opportunities to recognize student achievement, etc. or social emotional learning strategies such as check-ins, restorative chats and talking circles,

T2- selective supports provided for select groups of students in need of attendance/behavior or academic interventions such as anger management, self management or targeted skill behavior groups

T3- specialized supports provided for individual students w/specific needs (such as touch-points, individual counseling, grief counseling, court advocacy, etc.)

In addition, new partnerships will continue to be established to support each tier and ensure student success

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of

college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
    - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.
    - Equipping students and families with persistence strategies. (College Persistence Toolkit)
    - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Everything College
- ✓ CPS Advisory Framework
- ✓ Preventing college plans from melting away
- ✓ To & Through Project
- ✓ Redefining College & Career Readiness
- ✓ College Scorecard
- ✓ CPS College Persistence Toolkit
- ✓ Meaningful Linkages Between Summer Programs, Schools, and Community
- ✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

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

-A summer date is set and bucket created for teachers to come and receive professional development of around using assessments in instruction, and engaging students in learning.
-Incorporate weekly Instructional walks which targets Danielson 3A-3E domains.
-Incorporate grade book audits and audits of teacher lesson or unit plans.
-Analyze student achievement data to target areas of instructional improvement that lead to and increase in student outcomes.
-Identify instructional gaps through classroom observations and determine possible root causes to drive professional learning design and content.
-Analyze student achievement data to target areas of instructional improvement that lead to and increase in student outcomes.
-Identify instructional gaps through classroom observations and determine possible root causes to drive professional learning design and content.
- Individualized instruction that includes intervention and enrichment opportunities are evident in unit plans and through classroom observations.
-Monitor student achievement and effectiveness of instructional practices through a five week common assessment cycle.
-Alignment to the Danielson Framework with key indicators that show proper delivery of instruction: Markerboards, collaborative learning evident in every lesson and various means of checks for understanding. Instructional Coach should provide differentiate coaching to support teachers in their growth areas as indicated by REACH data summaries provided by Administration.
-Teachers will release responsibility to the students via the schoolwide strategy of Everybody Writes and Accountable Talks.
-Questioning techniques range from low to high levels. Helping student connect academics with the real world and project based assessments / Common Core skill building needed school wide
-Monitoring, intentionality, and focused progress monitoring needs to be throughout the year
-A common plan for academic interventions and individualize instruction for the diverse learners through the highest achieving students (honors/AP) are present
-Wide range of pedagogical approaches suitable to student learning
-Effectively communicate with students by guiding students to articulate the relevance of the learning objectives, anticipating student misunderstandings, and enable 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

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.
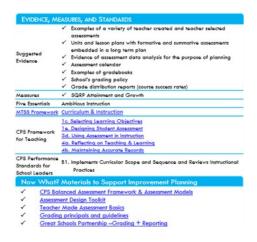
Score

1   2   **3**   4

-Specific grading expectations and rationale over summer so that grading practices are normed.
-There should be clear expectations of policies, weights, and frequency of grade input.
-Explain the accommodations/modifications that can be provided for assessments
* Setting - small group or separate location
* Presentation/Level - Audio recording or read orally
* Response - use of calculator or computer
* Timing/Schedule - extended time, test in multiple sessions
-Use multiple measures to provide a more comprehensive picture of student learning.
-Use screening, diagnostic, and progress monitoring assessment to tier student learning
-Make assessments accessible to students: BAG reports, PSAT/SAT scores, report card, and student conferences
-Provide accommodations/modifications in assessments, student response, and setting/timing of assessments
-Utilize PSAT and SAT assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.
-Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs.
-Building common assessments within a department, course, or grade level team.
-Invest resources in helping teachers evaluate and improve the quality of formative assessments: Academic Approach, and Khan Academy
-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, post-secondary institutions, and prospective employers.
-Growth Area: 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.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1   2   **3**   4

Creation of baseline data other than grades and attendance-we need a specific test that speaks to students knowledge of skills.
-SEL time placed within the schedule of the day.
-Weekly meetings to discuss discipline trends.
-Tiered level of services provided by school.
-Team developed with yearly calendar and clear expectations for progress monitoring.
-Logs that reflect intentional engagement of students instructional and Non-instructional.
-Bi-Monthly Collaboration with community resources members,MTSS team, attendance team and the admin team meet and review data and discuss any trends and create an/or revise action plan for tiering of students.
-Set clear expectations of attendance procedures.
-Providing of time and calendar dates to meet with students.
-MTSS will continue building an infrastructure of systems to drive school improvements and student achievement.
Log of current systems to support student achievement include a menu of support services that indicate T2 and T3 service providers (community partners); "GROW" Scholars (school-wide norms to govern and redirect behavior); touchpoints (2 points of contact a day with select students in need of T2 and 3 supports); Attendance check-ins for students who fall below required attendance percentage and lunch bunch (i.e. tutoring during lunch period for off track students).
-MTSS will implement a universal problem solving protocol 2018-2020 to determine and implement interventions with fidelity. Areas of growth will be determined by the BOY, MOY and EOY Self Assessment of MTSS (SAM Document) provided by the Network.
-Collaborate and work as teams of teachers and Support Services to plan and monitor targeted student support with a variety of instructional strategies and SEL supports of varying degrees of intensity for all students.
-Communicate to parents/guardians the additional supports and or interventions provided for their child to better align school and home improvements.
-For students Tier 1 or on track provide universal supports to prevent failing and absenteeism and targeted interventions for grades below C or chronic absenteeism.
- Tracking of attendance percentage tiering (below 79.99% off track. 80-89.99% Needs assistance. 90% on track.)
-Evidence of PLP: Attendance contracts
-Integrated data system: Attendance contracts
-Flexible Learning: Check in days and times for some students to help them with attendance and through the day
-Use of student learning plan: IEP and Small group instruction
-Evidence of on track monitoring & Support: Dept and Grade level teams
-We intervene in a timely and effective way to help students who are struggling and use progress-monitoring data to trace effectiveness of interventions and student response to intervention.
-Students are identified as off track due to low attendance and poor course performance and they are given intensive supports to address root causes of why students have low attendance and grades.
-There is progress monitoring across grade levels to track effectiveness of interventions and students responses to RtI.

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

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Expectations for Quality & Character of School Life

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

-Students individual success plans.
-Goal setting meetings regularly to take place throughout the year and course completions.
-Every student has a mentor who tracks student progress, communicates regularly with parents and who acts as an advocate for each student's progress and growth.
-Provide incentives for credit attainment, attendance and behavior growth.
-Monthly recognition for meeting key target goals.
-Create an environment that celebrates multiple types of students.
-Creating incentives for student growth in multiple areas (attendance, grades, behavior) Students of the weeks that is visible for students and visitors to see.
-Data Walls to speak to goals in hallway and classes.
-Common language among staff.
-Quarterly meetings with parents by grade level regarding data and goals.
-School-wide writing initiative (3-5-710). Classroom libraries. Cross-curriculum projects.
-Grade level and Department meetings (STEM, ELA, Humanities)
-Town Hall meetings with students quarterly.
-Incorporate Gradebook Audits and lesson plan audits.
-Weekly dialogues with teachers around the D/F list.
-Create an academic student watchlist. FOT/SOT data tracker.
-Teacher/Parent communication log.
-Sample of individual student learning goals: IEP's
-Display in freshmen wing about student grades and failures;
-Subject specific student of the month, attendance percentage and FOT rate displayed;
-Attendance incentives
-Monthly grade level community meetings celebrating academic successes and setting academic expectations;
-Implementing school wide signature strategies (what to do, 100%, do it again, tight transitions, strong voice) encourage student resilience and hard work
-Data trackers to show student achievement and identify areas needing improvement;
-Usage of programs including Think Through Math and Study Island that differentiate expectations so all students' stretch to not only meet but also exceed personal learning goals;
-Students are provided with data to self assess and develop a reflective habit of mind essential for improvement so they take responsibility for their learning;
-Community meetings encourage student sense of belonging to the school, grade level and classroom community
-Weekly grade level meetings employ strategies including ongoing monitoring and support of students' academic behaviors
-Peace circles and meetings with mentors to ensure students feel safe to share misunderstandings and struggles

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

Relational Trust:

Score

1 **2** 3 4

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.

-Parent Newsletters and phone blast commuications
-Teacher suggestion box
-Student suggestion Box-
-Teachers Solution Commitee
-Parent Advisory and Local School Council Meetings
-Student Government Association
-Peer Jury and Peace Circles
-Professionals who are interested in expanding school and community connections for students with disabilities must reassess their roles to one in which they are facilitating friendships and social support networks as well as teaching appropriate social skills
-GRR model of instruction
-Review student work/teacher work protocols
-Students are assigned mentors to do academic, behavior, and attendance check-ins bi-weekly -Students are assigned mentors to do academic, behavior, and attendance check-ins bi-weekly
-During observational rounds, praise to correction ratios are tallied to ensure a greater proportion of interactions is positive as opposed to corrective
-Community meetings and teaching of social skills create opportunities for students to build positive relationships with peers
-Timely observations with feedback.
-Listening tour with stakeholders every 5 weeks.
-Attend bi-monthly alumni meetings.
-Quarterly parent-teacher-student surveys.

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

-In accordance with graduation requirements beginning with the graduating class of 2020, School Service Learning Projects will focus on making a change through collective, organized efforts. Students will be an active part of the selection and organization of service learning activities.
-The post-secondary team will meet with a selected group of students to create norms and set expectations for the year that are fair and realistic.
-Students will continue to be members of the Local School Council (LSC)
-Students will engage in various charitable opportunities throughout the year (canned goods drive, Toys for Tots, etc.) in which grade levels will compete against one another to see who can raise the most.
-Representatives added onto the post-secondary leadership team (PLT)
-Students getting opportunities to go on college tours and learn about college
-Adding a student component to the recruitment team
-For the 2017-2018 school year, the concept of "Growing Scholars" was adopted as evidenced by the school norms posted throughout the building.
-Implementation of the concept will include 1) unpacking the norms with student and staff; 2) reiterating the norms during orientation, registration and re-entries; 3) reinforcing the norms during targeted behavior skill groups provided in ISS.
-Student leaders known as the Scholars Board of Council (SBC) will help plan student activities with school counselor and identify topics to cover in ISS to help students
-Access to a few extra curricular and enrichment opportunities (multiple sports teams, senior council, national honor society) that build leadership, nurture talent and interest, and increase attendance and engagement with school.
- CTE programs, dual credit, AP program
-Poetry Program (partnership with DePaul University)
-Students being trained for peer jury and restorative chats
- Student rep a part of the Local School Council

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

-Decrease in suspensions referrals, and arrests each month in comparison to the school year prior.
-Incorporation of In School Suspension.
-Addition of school dean and behavioral specialist
-4 Professional development around Domain 2 of Charlotte Danielson throughout the school year.
-CPD on staff, all personnel needs proper ID to enter and scholars go through the metal detectors.
-All visitors must sign in and given a pass and radio communication to inform relevant personnel of the visitor's presence.
-There are pre-assigned meeting locations such as 127, the parent room, dean's office, security office and 129.
-Scholars do not bring weapons to school as they view the school as a safe place.
-Regular practice of fire drill protocol, all classrooms have the nearest exit stairway procedures and lock-down, storm and safety procedure.
-There are at least two security personnel on each floor that ensure halls are cleared and safe as well as teachers present at their doors to help get scholars to class. All classrooms have the office button to communicate with office. The procedures and protocols are in place but more practice and consistency is needed.
-All students know how to transition between classes and activities. Announcements are made when changes will occur. All classrooms use the 5 signature strategies strong voice, tight transitions, do it again do it better, 100% and what to do and we also get weekly announcements with focus areas for the week on managing classroom and transitions. All classrooms have expectations, routines and positive and negative consequences posted to help manage student behavior. Most teachers use verbal warnings, referral to social worker, BAM, WOW etc, hall conferences parent phone calls and or conferences and dean referrals to help scholars self-correct.

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning.
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**

- All adults use active supervision (move, scan, and interact) in all settings.
  - **Have a voice and take informed action.**
    - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
    - Students initiate and lead some school improvement initiatives.
    - Students participate in democratic decision-making at the school level.
    - Students identify and research issues of relevance and work together to propose/advocate for solutions.
  - **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
  - **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

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

Score

1   2   **3**   4

-Implement school tardy policy and procedure with fidelity.
-Verify acknowledgements and provide procedures of both long and short term of attendance procedures and reinforcements to all students.
-Create student watchlist around discipline to be reviewed and monitored by selected staff
-A corrective action protocol will be established in alignment with Restorative Justice (RJ) practices. The protocol will be posted and reviewed with parents/guardians and students at orientation and registration. Parents and students will be required to sign an acknowledgement of understanding corrective action protocol.
-Locker break schedule
-Progressive action plan for discipline to be used in class and expectations are visible in class.
-Weekly discipline meeting to discuss teacher logs and determine best method to address behavior.
-Re-entry plan for suspended students. Clear curriculum for students in ISS. 2-3 positive phone calls a week by teachers.
-A team meets regularly to organize systems that support a restorative environment: grade level meetings, attendance team, dean restorative chats/peace circles. etc
-Post and refer to clear, positively stated expectations and model expected behaviors: signature strategies from teach like a champion, school-wide non-negotiable, classroom/teacher expectations, GRR
-Create routines and procedures (classroom/school-wide)
-Contact families frequently to inform them of positive student behavior and progress.
-Student incentive initiatives by varying departments: short and long term opportunities for reinforcement for all students.
-Explicitly teach expected behavior and positively reinforce consistently school-wide.
-Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
-Ensure classroom instruction continues when problem behavior occurs.
-Prefer responses that do not remove students from regular instructional setting or after school activities.
-Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
-Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
-Support teachers to engage in restorative conversations or respond to behavior incidents.
-Provide opportunities for students to take responsibility for repairing harm caused by their actions.
-Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
-CHAMPS and Teach Like a Champion initiatives
-Students being trained for peer jury and restorative chats through student involvement with the Aspen Challenge

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:

Score

1 2 **3** 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.
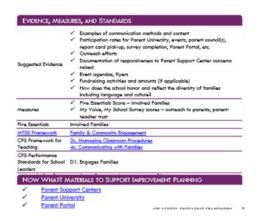
-Quarterly parent surveys
-Parents receive weekly or monthly Freshman on track and sophomore on track reports.
-Monthly parent newsletter and frequent phone blast communication
-Facilitate 2-3 events sponsored by parents each year.
-Weekly opportunities for parents to volunteer in the building.
-Quarterly meetings with parents to discuss state of school, and upcoming events.
-Parents are contacted for school wide events for their participation/Evidence: Flyers and letters also Robo call logs
-Parents are involved in Open houses and Report card Pick-up
-Parents are involved in Student Orientation by grade level
-Parents are involved in Parent Senior night activities
-Parents are involved in Sports Celebrations
-Parents are involved in Student Academic Achievement celebrations/Evidence: Parents are contacted through phone calls, mailings, robo calls, flyers and marque postings.
-Parents sign-in on each event they attend.
-Senior Parent night and multiple forms of communication
-Student learning projects/activities: Aspen Challenge, After School Matters, etc.
-Art and poetry events at Chicago land galleries
-Other parent outreach efforts:BAG Reports, Attendance contracts, parent - admin conferences, home visits, etc

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
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 **2** 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: 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: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**

3	Expectations for Quality & Character of School Life: Parent and Family Partnership	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: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

Goals

Required metrics (Highschool)

	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					
This year , there have been many parent meetings in which parents have been introduced to the new administration, vision and mission and school information. We have expanded the use of parent portal, and most importantly the function of triggers that send parents text notifications when students grades, attendance drop below 60 percent. We have worked hard at making Marshall a school that welcomes all parents and have stressed the philosophy of parent involvement. Parents have had several opportunities to complete the MVSES survey during report card pick-up and during school visits. Students have also participated in this survey and we fill that the responses will be favorable based on the student focused environment that were have developed during this year. The expectation is to exceed in every category and metric.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
The school will work with core area teachers to ensure alignment, pacing, sequencing, rigor and assessments. In addition, we have a plan to develop an expansion of Dual Enrollment and AP, culture revised culture of learning. Further, we are focused on creating goals to develop a sustainable culture for social emotional support components to support the instructional process. This will be an additional metric added to freshman-on-track	(Blank)	10.00	15.00	50.00	50.00
PSAT 10 Annual Growth Measure					
The school will work with core area teachers to ensure alignment, pacing, sequencing, rigor and assessments. In addition, we have a plan to develop an expansion of Dual Enrollment and AP, and a revised culture of learning. Further, we are focused on creating goals to develop a sustainable culture for social emotional support components to support the instructional process.	(Blank)	4.00	10.00	45.00	45.00
SAT Annual Growth Measure					
The school will work with core area teachers to ensure alignment, pacing, sequencing, rigor and assessments. In addition, we have a plan to develop an expansion of Dual Enrollment and AP, and a revised culture of learning.. Further, we are focused on creating goals to develop a sustainable culture for social emotional support components to support the instructional process.	(Blank)	7.00	10.00	75.00	75.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
We will put together a metrics to track students from PSAT to SAT led by our teacher teams. This team will do interim assessments, set benchmarks, create goals and monitor for success with students	(Blank)	(Blank)	10.00	10.00	15.00
African-American School Growth Percentile SAT11					

African-American Priority Group- A reach goal of 10% has been set for this year which is an increase of 4% from last year. We feel confident in this goal based on the targeted academic focus which included the instructional core, data driven instruction with an emphasis of core instruction and formative and summative assessment, and administering three practice ACT assessments for the purpose of building teasing stamina.	(Blank)	6.00	10.00	10.00	10.00

Hispanic School Growth Percentile SAT11

Hispanic Priority Group= n/a (100% African American Population)	(Blank)	(Blank)	0.00	0.00	0.00

English Learner School Growth Percentile SAT11

English Language Learners Priority Group= n/a (100% African American Population)	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner School Growth Percentile SAT11

Diverse Learners Priority Group- This year implemented pull-out sessions for Diverse Learner population. A shift in the process had to take place based on the historic data shifts and scores that were represented in this metric. A goal of 10% has been set as a reach goal for this population. We feel confident that these students have a better understanding of testing methods and strategies that are aligned key instructional shifts based on individual, and itemized practice test results.	(Blank)	(Blank)	3.00	3.00	3.00

Percent Meeting College Readiness Benchmarks

We will create an academic watchlist and an individual academic plan for all of our students to ensure we are pushing them to on-track status. This is to be shared with teacher teams and administration as we give set benchmarks, goals, action plans and monitor student outcomes.	(Blank)	5.00	10.00	10.00	10.00

Early College and Career Credentials Rate

The administration team along with our school counselor and post-secondary coach will create a comprehensive tracker to monitor early college and career credential rates that we monitor each quarter and share with students and parents.	12.00	25.00	30.00	30.00	30.00

Freshmen On-Track Rate

Marshall has implemented an aggressive 9th grade on-track program where grades, attendance, and discipline is monitored on a weekly basis. A 9th grade on-track coordinator has been assigned and meets on a regular basis with all freshman teachers and students. There have been incentive programs implemented and a pull-out program to address 9th graders who are in need of academic interventions and as a means of completing all assigned classwork work that has not been completed.	93.00	75.00	80.00	90.00	90.00

4-Year Cohort Graduation Rate

Administration and the counseling department will analyze each and all transferred students during the first five week of the last four 9th grade classes as a means to track the school, on-track and on pace, and students that have graduated in four years from other CPS schools that attended Marshall High School as 9th graders. Also transfer codes have been analyzed in Impact to track out of district, in district, and non cps schools as a means of tracking 4-year cohort graduation rates.	41.00	50.00	60.00	60.00	60.00

1-Year Dropout Rate

Partnerships with Alternative Programs and consistent transcript reviews by Marshall administration and the guidance counselor ensure that transfers are verified and coded correctly to ensure every student leaving Marshall is enrolled in an academic setting and is working towards graduating. Ombudsman, Magic Johnson, Excel and other programs provide the educational settings to ensure that all students will not increase drop-out rates.	4.00	6.00	3.00	5.00	5.00

College Enrollment Rate

Marshall has several strategies focused on increasing college enrollment. The counseling department provides one-on-one advising sessions for students about college awareness and exposure, we have a One Goal class for juniors and seniors, students attend college tours, they are mentored with groups such as, BAM and WOW to address social and emotional challenges and by our in-house post-secondary coach. We have held quarterly parent meetings to keep parents updated on the status of their students, especially seniors to ensure they are on track for graduation.	43.00	43.00	45.00	50.00	60.00

College Persistence Rate

Through intentional meetings between seniors and the counseling department once students have committed to a concrete post-secondary plan relationships are built to maintain conversations once students have graduated. Also, parent one-on-ones are held where we discuss postsecondary options, financial literacy options and best fit plans.	37.00	38.00	40.00	40.00	45.00

Average Daily Attendance Rate

The attendance coordinator does a daily audit of attendance and monitors individual student daily attendance for errors, need for intervention, and room for improvement. Home visits and phone calls are made to chronic truant students. The attendance coordinator works directly with outside agencies, Knock at Midnight, to help monitor at-risk students for re-engagement and mentoring. Attendance contracts are created with students to help foster better attendance and school-wide incentives are used to promote and sustain good attendance.	89.00	81.00	85.00	85.00	85.00

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...
Strengthen our assessment cycle and refine our grading scale for all core courses	an accurate depiction of student progress towards meeting individual achievement goals	which will lead to an increased number of students on track for FOT/SOT. Growth and attainment will increase by 10% per grade band level

Tags:
Freshman on-track, Student growth, Grading practices, Assessment cycles

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Analyze multiple forms of data (such as student SAT benchmark reports, Academic Approach, formative and summative assessments) to assess the current state of the school. Set progressive yearly goals based on the analysis of the various data points	Administration, Instructional Leadership Team, Teachers	Jul 2, 2018 to Jun 30, 2020	Not started

Sat, Benchmark assessment

20 hours of Khan Academy (9-12)	Administration, Instructional Leadership Team, Teachers	Jun 1, 2018 to Jun 30, 2020	On-Track

MTSS, Khan academy

Develop and implement school-wide common grading practices and common department grading scales. Develop and Implement no zero policy and retake policy. Create a gradebook audit form and schedule to monitor consistent grading practices.	Administration, Instructional Leadership Team, Teachers	Jun 1, 2018 to Jun 30, 2020	On-Track

Gradebook monitoring, Grading practices, No zero policy

Implement DDI cycle including analysis and development of reteaching plans every five weeks to standardize student work from common formative and summative assessments.	Administration, Instructional Leadership Team, Teachers	Jul 1, 2018 to Jun 30, 2020	Behind

Reteaching, Ddi

Strategy 2

If we do...	...then we see...	...which leads to...
Consistently provide students with college board aligned task (Skills Insight) balance cognitive demand with equitable access to content and build towards grade level benchmarks.	Will provide multiple entry points and opportunities for all students to engage in productive struggle in addition to students having a conceptual understanding.	Students will be able to analyze and critique their own work and others' work to engage in academic discourse to increase learning. 75% of 10th grade students will meet growth expectations for SAT, 45 for sophomores and 50% for freshmen on PSAT

Tags:
Instruction, Professional development, Rigorous tasks, Culture for learning, Coaching support, Common planning, College board

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Align students score bands to Skills Insight from College Board	AP, ILT, and core teachers	Jun 1, 2018 to Jun 30, 2020	On-Track

Curriculum Design, Instructional Coaching, Curriculum map, Aligned curriculum

Engage all teachers in professional learning cycles to develop a common understanding and language around cognitive demand and equitable access. This will be evident in unit plans and instructional practices.	AP of TL, Instructional Coach, Instructional Leadership Team, Teachers	Jun 1, 2018 to Jun 1, 2020	On-Track

Instruction, Professional development, Cognitive demand, Culture of learning, Common planning time, Equitable access

Implement weekly pop-ins and coaching based on needs with actionable feedback around a specific learning focus using a Google form. Individualized feedback will be provided within 48 hours of the pop in.	AP of TL, Instructional Coach, Instructional Leadership Team, Teachers	Jun 1, 2018 to Jun 1, 2020	Not started

ILT, Rigorous tasks, Feedback, Culture for learning

Align student tasks with standards-based learning objectives that reflect the depth of knowledge and cognitive demand	Administration, Instructional Leadership Team, Teachers	Jun 1, 2018 to Jun 30, 2020	On-Track

Depth of knowledge, Student tasks, Standards based instruction

Strategy 3

If we do...	...then we see...	...which leads to...
Set high academic, attendance, and behavioral expectations for all students	An increased culture of learning, stronger staff/student relationships and improved school climate	An increase in freshman on track to 90% attendance rates to 85% % and a decrease in misconduct infractions by 10%

Tags:
Attendance, Culture of learning, Gradebook monitoring, Mtss plann, Discipline data

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Attendance Team will analyze student data on a weekly basis such as attendance, grades(gradebook), and behavior to create a watch list in order to identify specific interventions for the students.	AP of CC, AP of TL, ILT grade level teams	Nov 1, 2018 to Jun 30, 2019	On-Track

Assessment, Gradebook, Grading policy, Attendance plan, Bag report

Create format for BAG reports to inform students of their on- track status including attendance, behavior, and grades	Administration, Instructional Leadership Team, Teachers	Jun 1, 2018 to Jun 1, 2020	On-Track

Behavior plans, Bag report, On track data, Discipline data

Develop attendance/tardy plan with clear expectations for each tier. A student watchlist with tier 1-3 Intervention plans with incentives will be implemented and progress monitored every 5 weeks to ensure adequate progress	Administration, Instructional Leadership Team, Teachers	Jun 1, 2018 to Jun 2, 2019	On-Track

Gradebook, Freshman on-track, Attendance rate, Discipline data

Strategy 4

If we do...	...then we see...	...which leads to...
Marshall will provide a great deal of opportunity to bring in various stakeholders such as parents, alumni, teachers, students, and external partners to build solid programs, culture, and academics for our students while building healthy and meaningful relationships	an increase in relational trust that fosters partnerships, opportunities, and supports for our students around all school data	greater increase in attendance, enrollment, recruiting opportunities, graduation rate, FOT/SOT and SEL support.

Tags:
Relationships, Parent partnerships, Community partnerships, Relational trust, Culture of learning,

Area(s) of focus:
3, 4

Action step	Responsible	Timeframe	Status
Monthly Leadership Team meetings. Monthly Leadership Team meetings. 5 week listening tour with staff. PPC, LSC, PAC Meeting minutes. Administrative Team Meetings. Creation of Teacher Suggestions Box. Creation of Student Leadership Team. Bi-Monthly meeting with School Leadership Team. Student suggestion Box. Teacher and student surveys each semester. Rebranding of school which includes language of vision, mission, and shared responsibility. Efficacy practices embedded in all adults in the building to own a certain priority of the school, even ones not on leadership team. Create collective expectations, possible "mantra" for staff and constantly remind them of their role in the common goal. Common language with staff PPC, LSC, PAC Meeting minutes.	Administration, LSC, PAC, Teacher and Student Body	May 7, 2018 to Jun 30, 2020	On-Track

Parent involvement, Community partnerships, Relational trust, Student voice, engagement,

Parental engagement, Teacher supports

Quarterly parent surveys. Parents receive weekly or monthly Freshman on track and sophomore on track reports. Monthly parent newsletter. Creating 2-3 events sponsored by parents each year. Weekly opportunities for parents to volunteer in the building. Quarterly meetings with parents to discuss state of school, and upcoming events. Blast emails to parents. Parents are contacted for school wide events for their participation/Evidence: Flyers and letters also Robo call logs -Parents are involved in Open houses and Report card Pick-up -Parents are involved in Student Orientation by grade level -Parents are involved in Parent Senior night activities -Parents are involved in Sports Celebrations -Parents are involved in Student Academic Achievement celebrations/Evidence: Parents are contacted through phone calls, mailings, robo calls, flyers and marque postings. -Parents sign-in on each event they attend. -Senior Parent night and multiple forms of communication -Student learning projects/activities: Aspen Challenge, After School Matters, etc. -Art and poetry events at Chicago land galleries -Other parent outreach efforts:BAG Reports, Attendance contracts, parent - admin conferences, home visits, etc	Administration, PAC, LSC	May 7, 2018 to Jun 1, 2020	On-Track

Parent engagement, Parent involvement, Relational trust, Teacher collaboration, Trust building

School Service Learning Projects will focus on making a change through collective, organized efforts. Students will be an active part of the selection and organization of service learning activities. The post-secondary team will meet with a selected group of students to create norms and set expectations for the year that are fair and realistic. Students will continue to be members of the Local School Council (LSC) Students will engage in various charitable opportunities throughout the year (canned goods drive, Toys for Tots, etc.) in which grade levels will compete against one another to see who can raise the most. Representatives added onto the post-secondary leadership team (PLT) Students getting opportunities to go on college tours and learn about college Adding a student component to the recruitment team For the 2017-2018 school year, the concept of "Growing Scholars" was adopted as evidenced by the school norms posted throughout the building. Implementation of the concept will include 1) unpacking the norms with student and staff; 2) reiterating the norms during orientation, registration and re-entries; 3) reinforcing the norms during targeted behavior skill groups provided in ISS. Student leaders known as the Scholars Board of Council (SBC) will help plan student activities with school counselor and identify topics to cover in ISS to help students grow. Access to a few extra curricular and enrichment opportunities (multiple sports teams, senior council, national honor society) that build leadership, nurture talent and interest, and increase attendance and engagement with school. - CTE programs, dual credit, AP program -Poetry Program (partnership with DePaul University) -Students being trained for peer jury and restorative chats - Student rep a part of the Local School Council	Administration, Post Secondary Coach, Alumni, Student SGA	May 7, 2018 to Jun 1, 2020	On-Track

Student engagement, Student involvement, External partners, Relational trust,

Action Plan

Strategy 1

NOT STARTED

Analyze multiple forms of data (such as student SAT benchmark reports, Academic Approach, formative and summative assessments) to assess the current state of the school. Set progressive yearly goals based on the analysis of the various data points"

Jul 02, 2018 to Jun 30, 2020 - Administration, Instructional Leadership Team, Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Functioning team that meets weekly with logs

ON-TRACK   20 hours of Khan Academy (9-12)"

Jun 01, 2018 to Jun 30, 2020 - Administration, Instructional Leadership Team, Teachers

Status history

May 7

ON-TRACK   May 07, 2018
Evidence
Functioning team that meets weekly with logs and watchlists

ON-TRACK

Develop and implement school-wide common grading practices and common department grading scales. Develop and Implement no zero policy and retake policy. Create a gradebook audit form and schedule to monitor consistent grading practices."

Jun 01, 2018 to Jun 30, 2020 - Administration, Instructional Leadership Team, Teachers

Status history

May 7

ON-TRACK   May 07, 2018
Evidence
Updated in school handbook

BEHIND

Implement DDI cycle including analysis and development of reteaching plans every five weeks to standardize student work from common formative and summative assessments."

Jul 01, 2018 to Jun 30, 2020 - Administration, Instructional Leadership Team, Teachers

Status history

May 7

BEHIND   May 07, 2018
Problem
Weekly attendance meeting
Root Cause
Next steps

Strategy 2

ON-TRACK   Align students score bands to Skills Insight from College Board"

Jun 01, 2018 to Jun 30, 2020 - AP, ILT, and core teachers

Status history

May 7

ON-TRACK	May 07, 2018
	Evidence
	Summer Course team meeting schedule set

ON-TRACK

Engage all teachers in professional learning cycles to develop a common understanding and language around cognitive demand and equitable access. This will be evident in unit plans and instructional practices."

Jun 01, 2018 to Jun 01, 2020 - AP of TL, Instructional Coach, Instructional Leadership Team, Teachers

Status history

May 7

ON-TRACK	May 07, 2018
	Evidence
	Conversation logs, Administrator Calendar, Lesson Plan Feedback/Rubric Meeting Agenda, Academic Watch list, Data-Dialogues

NOT STARTED

Implement weekly pop-ins and coaching based on needs with actionable feedback around a specific learning focus using a Google form. Individualized feedback will be provided within 48 hours of the pop in."

Jun 01, 2018 to Jun 01, 2020 - AP of TL, Instructional Coach, Instructional Leadership Team, Teachers

Status history

May 7

NOT STARTED	May 07, 2018
	Evidence
	Conversation logs, Administrator Calendar, Lesson Plan Feedback/Rubric Meeting Agenda, Academic Watch list, Data-Dialogues

ON-TRACK

Align student tasks with standards-based learning objectives that reflect the depth of knowledge and cognitive demand"

Jun 01, 2018 to Jun 30, 2020 - Administration, Instructional Leadership Team, Teachers

Status history

May 7

ON-TRACK	May 07, 2018
	Evidence
	Meeting Agenda, Academic Watch list, Data-Dialogues, Conversation logs, Administrator Calendar, Lesson Plan Feedback/Rubric

Strategy 3

ON-TRACK

Attendance Team will analyze student data on a weekly basis such as attendance, grades(gradebook), and behavior to create a watch list in order to identify specific interventions for the students."

Nov 01, 2018 to Jun 30, 2019 - AP of CC, AP of TL, ILT grade level teams

Status history

May 7

ON-TRACK   May 07, 2018
Evidence
There are reports and watchlists generated every 3 weeks

ON-TRACK   Create format for BAG reports to inform students of their on- track status including attendance, behavior, and grades"

Jun 01, 2018 to Jun 01, 2020 - Administration, Instructional Leadership Team, Teachers

Status history

May 7

ON-TRACK   May 07, 2018
Evidence
Freshman on track Report and Watchlist

ON-TRACK

Develop attendance/tardy plan with clear expectations for each tier. A student watchlist with tier 1-3 Intervention plans with incentives will be implemented and progress monitored every 5 weeks to ensure adequate progress"

Jun 01, 2018 to Jun 02, 2019 - Administration, Instructional Leadership Team, Teachers

Status history

May 7

ON-TRACK   May 07, 2018
Evidence
email documentation and teacher sign-in sheets during grade-level and faculty meetings

Strategy 4

ON-TRACK

Monthly Leadership Team meetings. Monthly Leadership Team meetings. 5 week listening tour with staff. PPC, LSC, PAC Meeting minutes. Administrative Team Meetings. Creation of Teacher Suggestions Box. Creation of Student Leadership Team. Bi-Monthly meeting with School Leadership Team. Student suggestion Box. Teacher and student surveys each semester. Rebranding of school which includes language of vision, mission, and shared responsibility. Efficacy practices embedded in all adults in the building to own a certain priority of the school, even ones not on leadership team. Create collective expectations, possible "mantra" for staff and constantly remind them of their role in the common goal. Common language with staff PPC, LSC, PAC Meeting minutes."

May 07, 2018 to Jun 30, 2020 - Administration, LSC, PAC, Teacher and Student Body

Status history

May 7

ON-TRACK   May 07, 2018
Evidence
Minutes for Admin, LSC, PAC and school leadership meetings.Log created from teacher and student suggestion box and surveys

ON-TRACK

Quarterly parent surveys. Parents receive weekly or monthly Freshman on track and sophomore on track reports. Monthly parent newsletter. Creating 2-3 events sponsored by parents each year. Weekly opportunities for parents to volunteer in the building. Quarterly meetings with parents to discuss state of school, and upcoming events. Blast emails to parents. Parents are contacted for school wide events for their participation/Evidence: Flyers and letters also Robo call logs -Parents are involved in Open houses and Report card Pick-up -Parents are involved in Student Orientation by grade level -Parents are involved in Parent Senior night activities -Parents are involved in Sports Celebrations -Parents are involved in Student Academic Achievement celebrations/Evidence: Parents are contacted through phone calls, mailings, robo calls, flyers and marque postings. -Parents sign-in on each event they attend. -Senior Parent night and multiple forms of communication -Student learning projects/activities: Aspen Challenge, After School Matters, etc. -Art and poetry events at Chicago land galleries -Other parent outreach efforts:BAG Reports, Attendance contracts, parent - admin conferences, home visits, etc"

May 07, 2018 to Jun 01, 2020 - Administration, PAC, LSC

Status history

ON-TRACK | May 07, 2018
Evidence
Surveys, Parent Sign-in sheets

ON-TRACK

School Service Learning Projects will focus on making a change through collective, organized efforts. Students will be an active part of the selection and organization of service learning activities. The post-secondary team will meet with a selected group of students to create norms and set expectations for the year that are fair and realistic. Students will continue to be members of the Local School Council (LSC) Students will engage in various charitable opportunities throughout the year (canned goods drive, Toys for Tots, etc.) in which grade levels will compete against one another to see who can raise the most. Representatives added onto the post-secondary leadership team (PLT) Students getting opportunities to go on college tours and learn about college Adding a student component to the recruitment team For the 2017-2018 school year, the concept of "Growing Scholars" was adopted as evidenced by the school norms posted throughout the building. Implementation of the concept will include 1) unpacking the norms with student and staff; 2) reiterating the norms during orientation, registration and re-entries; 3) reinforcing the norms during targeted behavior skill groups provided in ISS. Student leaders known as the Scholars Board of Council (SBC) will help plan student activities with school counselor and identify topics to cover in ISS to help students grow. Access to a few extra curricular and enrichment opportunities (multiple sports teams, senior council, national honor society) that build leadership, nurture talent and interest, and increase attendance and engagement with school. - CTE programs, dual credit, AP program -Poetry Program (partnership with DePaul University) -Students being trained for peer jury and restorative chats - Student rep a part of the Local School Council"

May 07, 2018 to Jun 01, 2020 - Administration, Post Secondary Coach, Alumni, Student SGA

Status history

May 7

ON-TRACK | May 07, 2018
Evidence
Completion of Service Learning Projects. Increased participation of activities for our students.

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.

> 1. Marshall will hold its Annual Title I Meeting on Wednesday, August 22, 2018 at 9:00 a.m. During this meeting, parents will be provided a copy of the Title I parent 332 Funds Budget, Position Open/Close Report, SGSA Funds for school and parent surveys that will be distributed and collected for feedback and input. Principal will meet with the Chairperson and Executive board to provide continuous parental involvement. Marshall will also hold it Organizational Meeting on September 14, 2018 at 9:00 a.m. At this meeting parents will set regular meeting schedule and elect officers. Chairperson, Vice Chair, Recording Secretary and FOIA/OMA Officer.

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

> During the regular monthly Title I Parent meetings, Parents will have an opportunity to complete
> a survey and provided input on what programs are available to help educate their child.

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.

> Parents will be receive a five week progress report on the student progress prior to report card
> pick-up. The parent will also be provided opportunity to sit down with administrator and
> teacher to discuss their child's progress and be provided with the necessary tools to help
> achieve their desired goal.

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

> Parents will be provided information on Marshall's Title I Program through the school's webpage, Flyers and periodically given a student progress report to measure their child's progress to date. Parents will also be provided information during both report card pick up dated during the school year and afforded an opportunity to meet with staff to discuss these documents.
> All parents and students are required to sign an acknowledgement form of Student Code of Code and Student/Parent Handbook, which includes a calendar of school events. This process is designed to increase the sharing of responsibility between families and Marshall for the high performance of all scholars. The shared responsibility outlines the following:
> • Defines the goals and expectations of schools and parents as partners in the effort to improve student achievement.
> • Outlines how parents, the entire school staff, and students will work together and build an effective and meaningful partnership to help students achieve high academic standards.
> • Translates the policies and goals of parents and school into action statements.
> • Serves as a catalyst for collaboration and a guide for ongoing, better communication, interactions and exchanges between school staff and parents.

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.

> Notices will be sent home to parents. Parents will also have an opportunity to meet with the administrator to discuss this matter personally and be provided with this information. This information will also be provided to the Title I Chairperson and Executive Board by the principal.
> As per requirements, Marshall has generated letters providing each parent "timely notice " that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks, by a teacher who is not highly qualified.

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.

Marshall principal staff and Title I Chairperson and executive board will host parent informational meetings to discuss and distribute this information. The Title I Parent Council and principal will also host workshops to educate parents on these requirements throughout the school year.

Marshall will provide parents and scholars with a copy of the students' individual student assessment results, including an interpretation of such results. We will also provide ongoing opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate, as appropriate, in decisions relating to the education of their children if parents express an interest in doing this.

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.

Marshall High School principal and Title I Board will provide ongoing meetings and workshops with parents providing opportunity to network and receive information on available resources and collaborate with other offices within CPS to gain information and resources. Parents also wish to be notified in a timely manner of changes in school rules and policies.

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.

Marshall principal and administration will hold in-service meetings with staff to collaborate and create an atmosphere of sharing information with parents, reaching out to parents as partners and providing all necessary tool needed to achieve this goal.

Marshall will educate teachers, pupil services personnel, principals, and staff, with the assistance of parents, on how to reach out to: communicate with, and work with parents as equal partners, coordinate and implement parent programs, and build ties between home and school.

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.

Marshall will conduct activities, as appropriate and feasible, such as parent resource centers and opportunities to help parents become full partners in the education of their children. Marshall goals:
• Increase parental knowledge and self-efficacy about how to help their children succeed in school
• Increase ongoing parental involvement in children's learning and in the school
• Increase student achievement via more informed and involved parents

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.

The principal provides pertinent information to parents of meetings via the School webpage, marquee, flyers and robotic calling system. Principal will also have staff to reach out to parents through surveys and meeting with parents during visits to their child's school. We will also continue to call our parents regularly to ensure that information related to the school and parent programs, meetings, and other activities are sent in a form that parents will understand.

Policy Implementation Activities

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

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

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

☑
The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

School-Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet

the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

> Marshall High School is dedicated to providing a safe and nurturing learning environment where rigorous academic achievement and learning real-world learning experiences allowing students to grow academically, emotionally, socially and physically. We foresee that all Marshall High School students will take ownership of their education, succeed in high school, to pursue post-secondary studies and their career of their profession.

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.

> Open House October 3, 2018 from 4-6 p.m. and both Report Card Pick-up dates during the 2018-2019 school year.

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

> Parents will receive a five week progress report every fifth week to provide current progress on the students learning. Parents will also be available to schedule meetings with staff to discuss those reports.

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

> The school principal and staff will be available to meet with the parents through appointments, during report card pick-up and after school.

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

> Parents will complete a CPS volunteer packet, take a TB Test and complete a criminal background check as required by LAW. Principal or designated staff will then develop a schedule for parents to actively participate.

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

> Parents will have the opportunity to monitor their child's attendance, academic progress and behavior. Parents will also be provided notification from the school via internet, Parent Portal and Text once setup for such notifications.

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

> During parent information meetings, school planning sessions and through parent surveys and feedback.

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

> Students will take responsibility in respecting others, coming to school on time and prepared to learn, being considerate of others, valuing others opinions, obeying school rules and dealing peacefully with anger management.

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.

> 1. Bring in Parent University
> 2. Empower parents of the college going process
> 3. Work with families on commuincations around school goals

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.	$ Amount .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.	$ Amount .00

| 53205 | **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ | 300 | .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) | $ | Amount | .00 |

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

| <p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | | $ | 2300 | .00 |

| <p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | | $ | 200 | .00 |

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

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

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