



North-Grand High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

- State of the School Address shared with LSC and school community
- School mission and vision posted in main hallway
- 5 Essentials – Effective Leaders - Program Coherence – VERY STRONG rating (99)
- 5 Essentials – Effective Leaders – Instructional Leadership - VERY STRONG rating (99)
- 5 Essentials – Collaborative Teachers – VERY STRONG rating (90)
- Cohesion of professional development based on PD strands: standards-based instruction, Targeted Instructional Area, REACH
- Common Planning Time for grade level teams, departments, ILT and PLT
- Partnerships with Facing History and Network for College Success to provide PD for staff; teacher and admin-led PD around our Targeted Instructional Area
- PLC norms and roles; minutes recorded; PLC agenda recommendations and schedules provided on a quarterly basis
- CIWP updated quarterly during ILT meetings and shared with LSC on a regular basis
- DDI protocol in place for midterm and final exam student performance analysis – assessing mastery of CCSS, NGSS, and SAT skills
- Teachers are given mid- and end- of year surveys regarding leadership capacity, ILT effectiveness, etc. Surveys used to drive decisions and make adjustments to instructional and school culture.
- Quarterly grade level assemblies are held to review student expectations and recognize progress.

Guide for Leadership & Collective Responsibility

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

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

- ILT meets weekly with structured agenda, strict norms
- All disciplines are represented on the ILT
- 5 Essentials – Effective Leaders – Instructional Leadership - VERY STRONG rating (99)
- Regularly update CIWP and use to self-assess our success as a school, as well as set goals for improvement
- Plan and implement Professional Learning Cycles aligned to our Targeted Instructional Area
- Plan Professional Development focusing on our TIA
- Monthly NCS Leadership retreats (ILT and Collaborative Leadership)
- Teacher Teams meet weekly as Departments, as well as cross-curricular Grade Level Teams to review attendance, On-Track, Post-Secondary, and assessment data
- Voice instructional concerns of teachers not on the ILT at weekly ILT meetings
- Departments vertically and horizontally align curriculum to better meet students' academic needs
- Development and refinement of TIA on the ILT, with the input of all teachers
- ILT and non-ILT Teachers lead PD for their peers

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

1 2 3 4

- Quarterly/Semesterly Professional Learning Cycles targeting Powerful Practices to support TIA
- 5 Essentials - Collaborative Teachers - Quality Professional Development - VERY STRONG rating (99)
- 5 Essentials - Collaborative Teachers - Collaborative Practices - STRONG rating (79)
- 5 Essentials - Collaborative Teachers - Collective Responsibility - VERY STRONG rating (90)
- Grade Level Teams and Departments meet weekly to engage in professional learning cycles aligned with our TIA. They engage in PD, professional articles and protocols, Looking at Student Work and data, engage in peer observations, instructional rounds and have earmarked time for safe practice.
- Cross-Curricular collaboration during weekly Grade Level meetings to allow for sharing TIA practice/work/activities
- ILT members participate in Practice Based Inquiry study at other schools
- Staff members attend ILT Institutes through the Network for College Success to further develop professional learning cycles aligned to our Targeted Instructional Area.
- Staff (ILT and Non-ILT) attend regular Network PDs that support TIA
- ILT plans, develops and leads, with feedback from entire staff, professional learning cycles aligned to our TIA.
- Administrators act as coaches through the REACH Evaluation process to support teachers as they improve their practice
- Non-ILT staff lead school-based PD that supports our TIA and Powerful Practices
- Collaborate with other NCS partner schools

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**

- Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1 2 3 4

- Established protocol in place to ensure all students have schedules, ready for each new semester
- Established interview protocol
- Community-based organizations that partner with the school: Legacy Leaders; iMentor; Casa Central; YSP; Rincon Family Services
- Community partners join open Care Team meetings to avoid overlap of resources and gaps in services
- Developing different metrics for our partners to share and report out on, on a quarterly basis
- High teacher retention rate
- Community based organizations invited to school events
- 5 Essentials – Collaborative Teachers – VERY STRONG rating (90)
- 5 Essentials – Effective Leaders – VERY STRONG rating (92)
- Resources allocated to support diverse learners and ELs, per CIWP and budget analysis document
- Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
- Offer morale-boosting experiences to promote positive working conditions

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

- Rubicon Curriculum - Unit Maps based on CCSS and CRS skills
- Unit Map Checklist
- Rubric for Rubicon units to assess and ensure cohesion
- Backwards Design PD
- Flowchart for planning units, pacing guides for Math curriculum
- Learning Walks to monitor implementation of TIA curriculum
- Collected and distributed data based on learning walks
- Common assessments created in course teams
- Data Driven Instruction analysis
- Instruction based on standards
- Cross-curricular share outs take place weekly during GLT meetings
- 5 Essentials – Ambitious Instruction – STRONG rating (77)
- 5 Essentials – Quality of Student Discussion – VERY STRONG rating (99)
- 5 Essentials – English Instruction – STRONG rating (68)
- 5 Essentials – English Instruction – STRONG rating (66)
- 5 Essentials – Academic Press – STRONG rating (73)
- 5 Essentials – Effective Leaders - Program Coherence – VERY STRONG rating (99)
- 5 Essentials – Effective Leaders – Instructional Leadership - VERY STRONG rating (99)
- 5 Essentials – Collaborative Teachers – VERY STRONG rating (90)
- 5 Essentials – Expectations for Post-secondary Education – VERY STRONG rating (82)
- 5 Essentials – Supportive Environment – STRONG rating (68)
- 7 AP classes
- 3 CTE classes (Pre-Engineering, Allied Health, Culinary Arts)
- 3 Dual Credit classes (Biology, Math, and English)
- Extended Algebra offered for struggling students
- After school tutoring
- Separate Instruction for core classes
- SQRP: Priority Groups of African American and Hispanic students - EPAS growth higher than 57%
- School wide implementation of TIA assessment
- Create PD for teachers in response to data analysis of TIA assessment
- Vertically aligned seminar curriculum for academic and social emotional support and growth
- Materials and resources provided in Spanish for many EL students

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [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

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- Curriculum maps differentiated by course level (general, honors, separate instruction, AP)
- Accommodations and modifications for each instructional unit are documented within the Rubicon Atlas Curriculum Mapping System
- All unit plans contain information about texts and resources utilized
- Core texts available in Spanish at each grade level for native Spanish language support
- Laptops and projectors available to all teachers; chrome book carts and ELMOs available to each department
- 6 computer labs available for student use
- Different versions of core texts available (i.e., original version of Shakespearean text; abridged version with modern translation; graphic novel with pictures to support text)
- Each core department and non-core department is allotted a budget for textbooks, supplies, equipment, etc.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.

- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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- Departments/weekly Professional Learning Communities share and analyze student work
- ILT examines student work
- LASW incorporated into teacher led professional development
- School wide implementation of TIA assessment
- Create PD for teachers in response to data analysis of TIA assessment
- Instructional rounds and peer observations focus on implementation of TIA by examining student work
- 5 Essentials – Ambitious Instruction – STRONG rating (77)
- 5 Essentials – Quality of Student Discussion – VERY STRONG rating (99)
- 5 Essentials – English Instruction – STRONG rating (68)
- 5 Essentials – English Instruction – STRONG rating (66)
- 5 Essentials – Academic Press – STRONG rating (73)
- Quarterly common assessments are reviewed and approved by administration - feedback is provided to teachers
- All core courses have differentiated curriculum and assessments (separate instruction, regular, honors, AP)
- Teacher led PD on debate / discussion techniques to improve rigor
- In addition to skills-based learning, Mastery assessments are offered that assess multiple intelligences
- Mastery of standards is the most heavily weighted category in our gradebook
- AP syllabi are approved by College Board
- Percentage of students achieving dual credit (???)
- Percentage of students scoring 3 or above on AP exams (???)
- Learning materials are determined by course teams for students' needs
- Academic rigor extends to the extracurricular realm: Academic Decathlon, Debate, Mkv Challenge, CAPE fine arts programs, Timeline Theatre residency, Literary Magazine
- Following learning walks, admin acknowledges rigorous instruction through regular communication with teachers.
- Teachers participate in learning walks in other schools to evaluate rigorous learning at other schools. Observations are shared within PLCs.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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 (SWP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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)

1 2 3 4

- Four year seminar curriculum that is post secondary driven and scaffolds freshman through senior year.
- Use Naviance to track college applications and scholarships
- Use internal tracker to monitor fidelity of information of Naviance and District reports
- 46.4% college enrollment, 49.5% persistence, 40.1% earn 3+ on AP exams
- offer fee waivers for ACT retakes, offer COMPASS testing in school
- Offer three dual credit classes offered
- iMentor, UIC, and ISAAC partnership to assist student transition from high school to post
- My Schol, my voice – Supportive Environment – Expectations for postsecondary education is strong
- School-Wide future orientation – strong
- Creating a colleg going culture through visual representation of match calculator poster, staff alumni map, college banners
- In collaboration with NCS, have developed and implemented post secondary leadership team which is now in its second year.
- NGHS hosts college fairs each spring
- Have a community liaison for North-Grand High School

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.

- 93% of teachers have scored "Proficient" or higher in Domain 1A.
- 95% of teachers have scored an overall Proficient or higher in Domain 3 (3A - 83% Proficient or higher; 3B - 70% Proficient or higher; 3C - 88% Proficient or higher; 3D - 92% Proficient or higher; 3E - 100% Proficient or higher).
- In 5 Essentials survey, the school has scored "Strong" on Ambitious Instruction, Effective Leaders and Supportive Environment and "Very Strong" scores on Collaborative Teachers.
- School's 2014-15 average SQRP score for national school growth = 43.5 percentile.
- School's 2014-15 average SQRP attainment = 17th percentile.
- Since 2012, the school has identified a consistent, school-wide Targeted Instructional Area (Critical Analysis:Identifying and Using Claims and Supporting Evidence in Reading, Writing, and Speech) and has implemented corresponding learning cycles, PD and assessments to foster growth.
- Teachers participate in reflective quarterly peer observation/learning walks, focused on our TIA.
- All teachers have common planning time and participate in weekly department and grade level meetings.
- The school utilizes Rubicon, where all curricula is stored and updated. The school has developed a standards-based unit map rubric that has been applied to all curricula, through which teachers and administration provide regular feedback.
- The school has developed a DDI protocol, which teachers and course teams complete quarterly and use to drive their planning and instruction.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 2 3 4

- Tier 1 - Seminar courses at all grade levels, incorporating SEL competencies and standards; "Freshie Friday" interventions for all freshmen struggling academically, socially, etc.; attendance contracts; Check-In/Check-Out interventions for DLs and general education students (as needed); Use of school website for communication with teachers regarding academic progress; Skills-Based In School Suspension; School-wide grading policy in place; Tutoring and after-school help opportunities
- Tier 2 - Weekly student and parent conferences with counselors, case manager, BLT, administration, as needed; home visits for chronic truancy; success plans created by all teachers for students with D's and F's in 1st and 3rd quarter; Parent shadow days as needed
- Tier 3 - Through Care Team: Think First (anger management small group; CBITS (PTSD small group; clinical counseling referrals with community agencies; social work minutes; partnerships with four community agencies; CARE Team screeners used to provide specific interventions
- Owl Buddies student support group for DLs and general ed students - SEL development
- Partnerships with: Legacy Leaders, Casa Central, CAPE, iMentor, Big Brothers, Big Sisters, ASPIRA
- Personal Learning Plan completion for 46 freshmen
- Kid Talk performed weekly at grade level meetings to review failure rate data and student attendance data in order to discuss and implement individual interventions for students
- Attendance Rate - 89.9%
- FOT Rate - 94.6%
- 5 Essentials – Ambitious Instruction – STRONG rating (77)
- 5 Essentials – Quality of Student Discussion – VERY STRONG rating (99)
- 5 Essentials – Collaborative Teachers – VERY STRONG rating (90)
- 5 Essentials – Supportive Environment – STRONG rating (68)
- 100% of teachers have earned PROFICIENT or DISTINGUISHED in REACH Doman 3E: Demonstrating Flexibility and Responsiveness
- Differentiation between regular, honors, and separate instruction course curricula; accommodations and modifications documented

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	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.e. Selecting Learning Objectives 1.g. Designing Student Assessment 2.f. Using Assessment in Instruction 4.a. Reflecting on Teaching & Learning 4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

- School-wide grading policy in place with emphasis on mastery of standards/content
 - ALL teachers have formative and summative assessments documented in Rubicon Atlas Curriculum Mapping System which are aligned to CCSS/CRS, including accommodations and modifications for DLs
 - Data Driven Instructional Protocol in place for collaboratively created midterm and final exams for all courses each semester
 - 5 Essentials – Ambitious Instruction – STRONG rating (77)
 - 5 Essentials – Collaborative Teachers – VERY STRONG rating (90)
 - 5 Essentials – Quality of Student Discussion – VERY STRONG rating (99)
 - 5 Essentials – English Instruction – STRONG rating (68)
 - 5 Essentials – Math Instruction – STRONG rating (66)
 - 5 Essentials – Academic Press – STRONG rating (73)
 - 5 Essentials – Effective Leaders - Program Coherence – VERY STRONG rating (99)
 - 5 Essentials – Effective Leaders – Instructional Leadership - VERY STRONG rating (99)
 - 5 Essentials – Expectations for Post-secondary Education – VERY STRONG rating (82)
 - 5 Essentials – Supportive Environment – STRONG rating (68)
 - Unit map rubric and checklist utilized in departments for the reviewing of curricular scope and sequence/quality of units
 - College Enrollment - 46.4%
 - College Persistence - 49.5%
 - Network for College Success Targeted Leadership Framework learning cycles implemented, including quarterly Looking At Student
- Work protocols, instructional rounds, peer observations, school-wide Targeted Instructional Area (TIA) assessment and data analysis;
- departmental TIA strategies for improving critical analysis skills
- 3 CTE programs offered: Culinary Arts, PLTW, and Allied Health
 - 7 AP Courses and 3 Dual College Credit courses offered
 - Mastery assessments include multiple measures - alternative assessments, project-based assessments, etc.
 - Assessments for IEP development - Basic Reading Inventory; KEY math; ACCESS for ELs, etc.
 - Successfully passed Indicator 13 audit
 - Post-Secondary Leadership Team comprised of seminar teachers, counselors, post-secondary coach, admin - designed curriculum which maps college and career readiness through all seminar classes

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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.

- Standards-based learning goals posted in all classrooms and communicated to students daily
- Relevance of standards-based learning objectives communicated to students daily
- Owl Pact - school-wide behavior rules - posted throughout building
- Honor roll, perfect attendance, students of the quarter, and most improved students are recognized at an awards ceremony each quarter. Students' names are published in our newsletter, and they receive certificates (and sometimes other awards; i.e., 3.0 club bracelets, etc).
- Grade level seminars to teach skills such as perseverance, resilience, organization, communication, etc.
- Students check their grades and monitor their progress in all classes during seminar class (weekly basis)
- After-school programs support academic learning (i.e., Legacy Leaders, CAPE arts program, iMentor, etc)
- Teachers utilize rubrics on midterm/final exams and for mastery assignments. Expectations for high quality work are communicated to students.
- DL teacher caseworkers monitor DLs' progress toward their individual IEP benchmark goals
- 34% of teachers earned DISTINGUISHED rating for 2B: Establishing a Culture for Learning; 48% earned a PROFICIENT rating

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.

- Recognize high levels of student achievement. All students receive recognition.
- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

- 51% of teachers earned DISTINGUISHED rating for 1B: Demonstrating Knowledge of Students; 45% earned PROFICIENT
- 47% of teachers earned DISTINGUISHED rating for 2A: Creating an Environment of Respect and Rapport; 48% earned PROFICIENT
- 5 Essentials, Teacher-Principal Trust, VERY STRONG rating (99)
- 5 Essentials, Teacher-Teacher Trust, VERY STRONG rating (92)
- 5 Essentials, Teacher-Student Trust, VERY STRONG rating (82)
- 5 Essentials, Teacher-Parent Trust, VERY STRONG rating (82)
- Mentors identified for struggling students through Kid Talk at Grade Level Team meetings (ongoing)
- Seminar classes at all grade levels to provide SEL support

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.

- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

- After School Matters – Life Guarding, drawing, Legacy leaders
- CAPE – dance, digital performance, improve, robotics
- ASPIRA club
- Near North Health Clinic – for health and PE after school initiatives, sports physicals, etc.
- Casa Central service learning projects
- Arts of Living through Catholic Charities
- Athletic department – Football, Volleyball, Soccer, basketball, bowling, dance, cheerleading, softball, baseball, swimming,
- Host parent night at end of sports season for input into athletics
- Club athletics – weightlifting, DREAMERS Club, Student Voice Committee, National Honor Society, Minerva Magazine, Latin American
- Student Organization, After School Matters – Life Guarding, drawing, Legacy leaders, Big Brothers, Big Sisters
- CAPE – dance, digital performance, improve, robotics
- My school my voice survey, Title IX sport survey
- Class and Counseling google surveys
- Naviance surveys
- Senior Exit Questionnaire
- My school, My Voice survey results – Well organized
- Restorative practices in disciplinary office and in school suspension
- Calm Classroom partnership
- Partnership with City Colleges of Chicago to provide free ESL classes to parents and community programs
- LSC student representative actively participates in LSC meetings.
- 51% of teachers earned DISTINGUISHED rating for 1B: Demonstrating Knowledge of Students; 45% earned a PROFICIENT
- School has a Student Voice Committee in place that meets with the principal regularly (SVC)

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • IJVNS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. 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

- 47% of teachers earned a DISTINGUISHED rating for 2A: Creating an Environment of Respect and Rapport; 48% earned a PROFICIENT
- 25% of teachers earned a DISTINGUISHED rating for 2C: Managing Classroom Procedures; 61% earned a PROFICIENT
- 15% of teachers earned a DISTINGUISHED rating for 2D: Managing Student Behavior; 65% earned a PROFICIENT
- 5 Essentials, Supportive Environment, STRONG rating (68)
- 5 Essentials, Safety, WEAK rating (36)
- 91% of students report feeling safe in their classes; 83% of students report feeling safe in the hallways at school
- School has experienced a decrease in OSS and Level 4-6 infractions.
- All staff have been trained in ELSA.
- Security and SECA's have been trained in CPR/AED

Guide for Safety & Order

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

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.

1 2 **3** 4

- 47% of teachers earned a DISTINGUISHED rating for 2A: Creating an Environment of Respect and Rapport; 48% earned a PROFICIENT
- 15% of teachers earned a DISTINGUISHED rating for 2D: Managing Student Behavior; 65% earned a PROFICIENT
- 5 Essentials, Teacher-Student Trust, VERY STRONG rating (82)
- 5 Essentials, Supportive Environment, STRONG rating (68)
- Skills-Based In School Suspension, with the support of our counselors, is implemented bi-weekly

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

Parent and Family Partnership:

Score

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.

- 25% of teachers earned a DISTINGUISHED rating for 2C: Managing Classroom Procedures; 61% earned a PROFICIENT
- Communication Methods: marquee; website; robodial; personalized phone calls from teachers, the attendance office, the discipline office, and the case manager; quarterly news letters; counseling department newsletter and blog; high participation at parent-teacher conferences; community events
- Parent University established and meetings offered throughout the school year
- ESL and GED classes offered at NGHS through partnership with Wright College
- Parent participation on field trips (i.e., HOSA competitions; trips to Chicago Symphony Orchestra)
- Daily communication log completed for all students in our severe and profound program
- High participation rate in 5 Essentials Survey; NGHS is a well-organized school based on student and parent data from 5 Essentials
- Community/Family events: Talent Show; fine arts concerts; freshman family dinner; Santa Night; FAFSA parent workshops; iMentor parent meetings; community organization fair at all parent teacher conference events
- 5 Essentials, Involved Families, STRONG rating (79)
- 5 Essentials, Teacher-Parent Trust, VERY STRONG rating (82)
- 5 Essentials, Parent Involvement in School, NEUTRAL rating (57)
- 5 Essentials, Parent Influence on Decision Making in schools, VERY STRONG rating (99)

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: 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: Safety & Order	1 2 3 4 5 ☐

3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊖
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊖
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊖
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊖
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊖
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊖
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊖

Goals

Required metrics (Highschool)

1 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
Well Organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
(Blank)	(Blank)	38.00	40.00	40.00	45.00
PSAT 10 Annual Growth Measure					
(Blank)	(Blank)	35.00	40.00	40.00	45.00
SAT Annual Growth Measure					
(Blank)	(Blank)	29.00	40.00	40.00	45.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
African-American School Growth Percentile SAT11					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic School Growth Percentile SAT11					
(Blank)	(Blank)	34.00	40.00	40.00	45.00
English Learner School Growth Percentile SAT11					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner School Growth Percentile SAT11					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Percent Meeting College Readiness Benchmarks					

(Blank)	(Blank)	20.00	25.00	30.00	40.00
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Early College and Career Credentials Rate

(Blank)	40.00	42.00	45.00	50.00	55.00
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Freshmen On-Track Rate

(Blank)	91.00	94.00	95.00	95.00	95.00
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4-Year Cohort Graduation Rate

(Blank)	75.00	68.00	80.00	80.00	80.00
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1-Year Dropout Rate

(Blank)	3.00	3.00	3.00	3.00	2.50
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College Enrollment Rate

(Blank)	42.00	51.00	55.00	65.00	70.00
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College Persistence Rate

(Blank)	61.00	58.00	70.00	70.00	75.00
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Average Daily Attendance Rate

(Blank)	90.00	90.00	90.00	90.00	91.00
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If we create and sustain an effective Post-secondary Leadership Team whose goals and mission are aligned with and supported by various stakeholders, including our Seminar Department and external post-secondary partners

then we will see a cohesive and healthy post-secondary culture

which will lead to increased graduation, college enrollment, and college persistence rates.

Tags:

College Access and Persistence, Family and Community Engagement, Culture and climate, Post-secondary

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Apply an accountability protocol for all post-secondary partners and meet quarterly to review progress

Administration/
Partners/ PLT

Jul 1, 2018 to
Aug 1, 2020

On-Track

College Access and Persistence, Family and Community Engagement, Data

Provide annual staff-wide professional development related to college access, persistence, and equity in the post-secondary landscape	Administration/ Post-Secondary Coach	Jul 1, 2018 to Aug 1, 2020	On-Track
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College Access and Persistence

Reduce "summer melt" through summer interventions	Post-Secondary Coach/ Counseling department/ Community partners	Jul 1, 2018 to Aug 1, 2020	On-Track
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College Access and Persistence, Family and Community Engagement

Consistently offer opportunities for students to be exposed to match colleges and universities through college visits, college fair, and partnerships.	College coach, counseling team, seminar teachers	Jul 1, 2018 to Aug 1, 2020	On-Track
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College Access and Persistence

Increase student participation in scholarship programs, resulting in increased financial aid awards.	College coach, counseling team, post-secondary partners	Jul 1, 2018 to Aug 1, 2020	On-Track
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College Access and Persistence, College enrollment

Host opportunities for students to show pride in their post-secondary decisions via celebrations, school newsletters, and a post-secondary bulletin board	College coach, counseling team, PLT, Admin	Jul 1, 2018 to Aug 1, 2020	On-Track
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College Access and Persistence, Culture and climate, College enrollment, 4-year graduation rate

Monitor and analyze student success data/progress (GPA, BAG, On-Track, B's or better, failures, etc.) within grade level teams throughout each quarter	Counseling team, grade level teams, admin	Jul 1, 2018 to Aug 1, 2020	On-Track
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College Access and Persistence, Post-secondary, 4-year graduation rate, On-track

Increase percentage of students applying and enrolling in match colleges/universities	College coach, counseling team, PLT, senior seminar teachers	Jul 1, 2018 to Aug 1, 2020	On-Track
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College Access and Persistence, Climate and Culture, College enrollment

Provide monthly counselor guidance lessons addressing college/career, grades, social/emotional issues.	counseling team, teachers	Jul 1, 2018 to Aug 1, 2020	On-Track
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College Access and Persistence, Climate and Culture, Post-secondary, College enrollment

Continue partnership with NCS (Network for College Success) and receive ongoing coaching and PD to improve post-secondary culture	Admin, counseling team, teacher teams, ILT	Jun 1, 2018 to Aug 1, 2020	On-Track
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Professional development, Post-secondary, College enrollment

Cultivate students' post-secondary identities early on through career fairs and guest speakers/former students	PLT, counseling team, admin, seminar teachers	Jul 1, 2018 to Aug 31, 2018	Not started
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Post-secondary, College and career, College enrollment

Partner with iMentor to support students' college-going identities, college knowledge, networking and college transition.	Admin, iMentor, PLT, seminar teachers	select	On-Track
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Strategy 2

If we do...	...then we see...	...which leads to...
Course and unit planning/revision based on applicable CCSS, NGSS, and SAT College Readiness Benchmarks and our targeted instructional area (TIA) of critical analysis and increased task complexity	Students engaging in more rigorous and complex tasks in all subject areas	Higher standardized test scores, larger percentiles in growth on the PSAT and SAT across grade levels (and within sub groups), deeper student engagement, and better preparation for post-secondary success.

Tags:
Assessment, Curriculum, Rigorous tasks, Academic rigor, Academic achievement, Targeted instructional area

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Provide differentiated PD around close reading, argumentative writing, and debate/collaborative conversations, to support students' development of critical analysis skills (with an eye toward increased cognitive demand on students and increasing equitable access to appropriate levels of rigor and appropriate supports).	ILT/Department Chairs/ Admin	select	On-Track

Professional development, Targeted instructional area

Continue PSAT and SAT preparation through junior seminar, Khan academy and after school SAT prep class	teachers, admin	Aug 1, 2018 to Aug 1, 2020	On-Track
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Core Instruction, Sat, Ccss all, Psat

Maintain quarterly PLC (Professional Learning Community) Schedules that provide learning cycles around Webb's Depth of Knowledge, Hess' Cognitive Rigor Matrices and NGHS' powerful practices aligned to critical analysis	Grade level teams, Department teams, admin, ILT	Aug 1, 2018 to Aug 1, 2020	On-Track
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Professional Learning, Professional development, Plc, Critical thinking

Continue to further develop the alignment between teacher-created midterms and final exams and CCSS/NGSS/SAT Benchmark Standards on a quarterly basis during department meetings.	All Departments, admin, ILT	Aug 1, 2018 to Aug 1, 2020	On-Track
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Assessment, Ccss, Accountability, Assessment design

Develop departmental Level IV assessments/tasks that measure students' critical analysis skills	All Departments, ILT, teacher teams	Aug 1, 2018 to Aug 1, 2020	On-Track
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Assessment, Assessment design, Rigor, Critical analysis

Develop and regularly apply LASW (looking at student work) protocols during department/grade level meetings to ensure student outcomes meet intended instructional goals.	All Departments, ILT, teacher teams	Aug 1, 2018 to Aug 1, 2020	On-Track
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Reflection, Assessment design, Instructional delivery, Looking at student work, Instructional design

Develop and implement powerful instructional practices departmental look-for's (close reading; collaborative conversations; argumentative writing) to better monitor students' engagement in and progress with critical analysis.	All Departments, ILT	Aug 1, 2018 to Aug 1, 2020	On-Track
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Assessment, Instruction, Progress monitoring, Critical analysis

Create and maintain an SAT committee to inform practice, guide change and lead professional learning	Admin, teacher reps	Jan 8, 2018 to Aug 1, 2020	On-Track
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Professional Learning, Standards-based instruction, Curriculum maps, Sat

Regularly engage staff in peer observations, learning walks, and instructional rounds around our targeted instructional area to monitor and assess students' development of critical analysis	Admin, ILT, all teachers	Sep 5, 2017 to Aug 1, 2020	On-Track
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Instruction, Progress monitoring, Reflection, Critical analysis

Design and implement a rigorous curricula, vertically and horizontally aligned to standards (CCSS, NGSS, SAT benchmarks) and critical analysis skills, and reflective of our powerful instructional practices (close reading, collaborative conversations, argumentative writing).	Admin, ILT, all departments, teacher teams	Aug 1, 2017 to Aug 1, 2020	On-Track
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Instruction, Curriculum, Standards, Critical analysis skills

Provide PD and safe practice for teachers around culturally sustaining (relevant) content and pedagogy (what we are teaching and how we are teaching it) in order to promote equitable access to content	Admin, ILT, Department Chairs	Sep 26, 2018 to Jun 20, 2019	Not started
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Instruction, Critical analysis, Culturally responsive teaching

Strategy 3

If we do...

If we increase parental involvement, develop an outlet for student voice, and increase SEL strategies and supports for students

...then we see...

Then we will see an increase of parent attendance at school events and engagement in parent groups; an increase in enrollment in parent portal; an improved relationship between students, parents, teachers, and administration and a student body that feels empowered to institute positive change.

...which leads to...

Which leads to increased academic success for students, improved attendance and the development of the whole child.

Tags:

Climate and Culture, SEL, Student engagement, Parent partnerships, Parent engagement

Area(s) of focus:

4

Action step

Host quarterly family events

Responsible

Administration/
Grade level teams/
Community Liaison

Timeframe

select

Status

On-Track

Family and Community Engagement, Community events

Engage parents through parent cafes, Parent University classes and the legal clinic.	Administration/ Community Liaison, parents	Jul 1, 2018 to Aug 1, 2020	On-Track
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Family and Community Engagement

Offer free ESL classes for parents and community members to attend through CCC and NGHS.	Administration/ Community Liaison, parents	Jul 1, 2018 to Aug 1, 2020	On-Track
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Family and Community Engagement

Engage parents in the TIA (Targeted Instructional Area) and current professional learning at Open House, workshops, and Parent Teacher Conference events.	Administration/ ILT	Jul 1, 2018 to Aug 1, 2020	On-Track
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Student enrichment, Student engagement, Parent involvement, Community based learning

Increase student-driven programming to meet the holistic needs of our students. This includes CAPE arts-based programs and After School Matters.	Administration/ Teachers	Jul 1, 2018 to Aug 1, 2019	On-Track
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Fine arts, Student voice, engagement

Promote awareness for Hispanic Heritage Month and Black History Month	Administration/ Teachers	Jul 1, 2018 to Aug 1, 2020	On-Track
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Fine arts, Culturally relevant programming, Student voice, engagement, & civic life

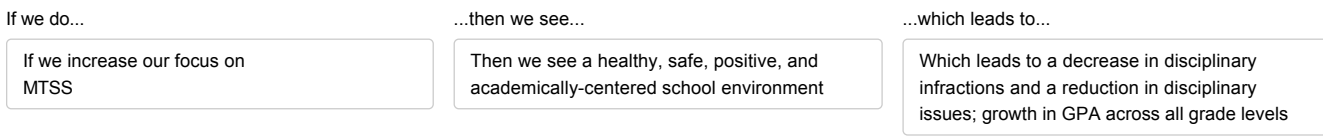
Administer annual student surveys to seek ways to improve the school and meet students' interests and needs.	Administration, students, teachers	Sep 4, 2018 to Aug 1, 2020	Not started
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Student voice, engagement, Student voice surveys

Advertise and provide incentives to promote parent participation at school-wide events (parent and council meetings, conferences, open houses, cultural and extra-curricular events, etc.)	Admin, parent groups, community liaison	Aug 1, 2018 to Aug 1, 2020	On-Track
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Parent engagement, Incentives

Strategy 4



Tags: MTSS, SEL, Student engagement, Restorative practice, Discipline data, Holistic learner

Area(s) of focus: 2

Action step	Responsible	Timeframe	Status
Implement restorative justice practices including peace circles, mediation, and skills-based in school suspension	Administration/ Discipline department/ Teachers	select	On-Track

Restorative approaches, Restorative practices, Discipline data

Continue the implementation of services provided by our CARE team via grade level meetings.	Counseling Team, Clinicians, Admin, grade levels teams, SEL team	Aug 1, 2018 to Aug 1, 2020	On-Track
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SEL, Interventions, School climate, Counseling

Integrate SEL competencies into curricula	All Departments	Aug 1, 2018 to Aug 1, 2020	On-Track
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Curriculum Design, SEL, Academic supports

Implement SEL competencies in Seminar and SBISS	Administration/ Seminar Department	Aug 1, 2018 to Aug 1, 2020	On-Track
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Curriculum Design, SEL, Interventions

Implement MTSS Tier 2/3 Intervention Kid Talk protocol three times quarterly via Grade Level meetings.	Grade Leads, Grade Level Teams, Admin,	Sep 5, 2017 to Jun 19, 2020	On-Track
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MTSS, SEL, Interventions, Collaboration

Collect and analyze data for effectiveness of MTSS interventions	Care Team, SEL Team	Jun 4, 2018 to Aug 1, 2020	Not started
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MTSS, SEL, Interventions, Data analysis

Action Plan

Strategy 1

ON-TRACK Apply an accountability protocol for all post-secondary partners and meet quarterly to review progress"

Jul 01, 2018 to Aug 01, 2020 - Administration/ Partners/ PLT

Status history



ON-TRACK Apr 30, 2018
Evidence
Quarterly reports produced by partners

ON-TRACK Provide annual staff-wide professional development related to college access, persistence, and equity in the post-secondary landscape"

Jul 01, 2018 to Aug 01, 2020 - Administration/ Post-Secondary Coach

Status history



ON-TRACK Apr 30, 2018
Evidence
Presentations by NCS

ON-TRACK Reduce "summer melt" through summer interventions"

Jul 01, 2018 to Aug 01, 2020 - Post-Secondary Coach/ Counseling department/ Community partners

Status history



ON-TRACK Apr 30, 2018
Evidence
iMentor; summer workshops

ON-TRACK

Consistently offer opportunities for students to be exposed to match colleges and universities through college visits, college fair, and partnerships."

Jul 01, 2018 to Aug 01, 2020 - College coach, counseling team, seminar teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Dates scheduled for various visits; iMentor field trips; freshman connection incoming 9th grader college exposure

ON-TRACK

Increase student participation in scholarship programs, resulting in increased financial aid awards."

Jul 01, 2018 to Aug 01, 2020 - College coach, counseling team, post-secondary partners

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Scholarship Data

ON-TRACK

Host opportunities for students to show pride in their post-secondary decisions via celebrations, school newsletters, and a post-secondary bulletin board"

Jul 01, 2018 to Aug 01, 2020 - College coach, counseling team, PLT, Admin

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

National Decision Day event; counseling newsletter and blog; post-sec board by cafeteria

ON-TRACK

Monitor and analyze student success data/progress (GPA, BAG, On-Track, B's or better, failures, etc.) within grade level teams throughout each quarter"

Jul 01, 2018 to Aug 01, 2020 - Counseling team, grade level teams, admin

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

PLC Schedule; Grade level agendas and data reports; student data trackers

ON-TRACK

Increase percentage of students applying and enrolling in match colleges/universities"

Jul 01, 2018 to Aug 01, 2020 - College coach, counseling team, PLT, senior seminar teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

All seniors must complete 5 applications, including reach and safety schools

ON-TRACK

Provide monthly counselor guidance lessons addressing college/career, grades, social/emotional issues."

Jul 01, 2018 to Aug 01, 2020 - counseling team, teachers

Status history



ON-TRACK

Apr 30, 2018

Evidence

guidance lessons; counselor calendar; naviance

ON-TRACK

Continue partnership with NCS (Network for College Success) and receive ongoing coaching and PD to improve post-secondary culture"

Jun 01, 2018 to Aug 01, 2020 - Admin, counseling team, teacher teams, ILT

Status history



ON-TRACK

Apr 30, 2018

Evidence

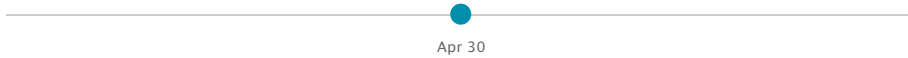
PD involvement and participation; coaching agreements

NOT STARTED

Cultivate students' post-secondary identities early on through career fairs and guest speakers/former students"

Jul 01, 2018 to Aug 31, 2018 - PLT, counseling team, admin, seminar teachers

Status history



NOT STARTED

Apr 30, 2018

Evidence

Frequency/occurrence of events

ON-TRACK

Partner with iMentor to support students' college-going identities, college knowledge, networking and college transition."

- Admin, iMentor, PLT, seminar teachers

Status history



ON-TRACK

Apr 30, 2018

Evidence

existence of partnership; college enrollment and persistence data

Strategy 2

ON-TRACK

Provide differentiated PD around close reading, argumentative writing, and debate/collaborative conversations, to support students' development of critical analysis skills (with an eye toward increased cognitive demand on students and increasing equitable access to appropriate levels of rigor and appropriate supports)."

- ILT/Department Chairs/ Admin

Status history



ON-TRACK

Apr 30, 2018

Evidence

Professional Development Plan; Teacher-led PD during PD week, SI days, PLC Schedule (department and grade level meetings), Departmental Look-For's (close reading, collaborative conversations, argumentative writing).

ON-TRACK

Continue PSAT and SAT preparation through junior seminar, Khan academy and after school SAT prep class"

Aug 01, 2018 to Aug 01, 2020 - teachers, admin

Status history



ON-TRACK

Apr 30, 2018

Evidence

student enrollment in classes and programs

ON-TRACK

Maintain quarterly PLC (Professional Learning Community) Schedules that provide learning cycles around Webb's Depth of Knowledge, Hess' Cognitive Rigor Matrices and NGHS' powerful practices aligned to critical analysis"

Aug 01, 2018 to Aug 01, 2020 - Grade level teams, Department teams, admin, ILT

Status history



ON-TRACK

Apr 30, 2018

Evidence

PLC Schedules, teacher reflection, PLC agendas, professional readings, LASW protocols, learning walks, peer observations, instructional rounds, instructional core effectiveness walks

ON-TRACK

Continue to further develop the alignment between teacher-created midterms and final exams and CCSS/NGSS/SAT Benchmark Standards on a quarterly basis during department meetings."

Aug 01, 2018 to Aug 01, 2020 - All Departments, admin, ILT

Status history



ON-TRACK

Apr 30, 2018

Evidence

The midterms and final exams themselves; their alignment to aforementioned standards; reflective SAT formatting

ON-TRACK

Develop departmental Level IV assessments/tasks that measure students' critical analysis skills"

Aug 01, 2018 to Aug 01, 2020 - All Departments, ILT, teacher teams

Status history



ON-TRACK

Apr 30, 2018

Evidence

The existence of the assessments; Rubicon

ON-TRACK

Develop and regularly apply LASW (looking at student work) protocols during department/grade level meetings to ensure student outcomes meet intended instructional goals."

Aug 01, 2018 to Aug 01, 2020 - All Departments, ILT, teacher teams

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

PLC Schedule; LASW protocol; Rubicon updates; DDI protocol

ON-TRACK

Develop and implement powerful instructional practices departmental look-for's (close reading; collaborative conversations; argumentative writing) to better monitor students' engagement in and progress with critical analysis."

Aug 01, 2018 to Aug 01, 2020 - All Departments, ILT

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Departmental Look-For's

ON-TRACK

Create and maintain an SAT committee to inform practice, guide change and lead professional learning"

Jan 08, 2018 to Aug 01, 2020 - Admin, teacher reps

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

existence of committee; pd plan; curricular maps; assessments

ON-TRACK

Regularly engage staff in peer observations, learning walks, and instructional rounds around our targeted instructional area to monitor and assess students' development of critical analysis"

Sep 05, 2017 to Aug 01, 2020 - Admin, ILT, all teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

PLC Schedule; data from Instructional Rounds and Learning Walks; reflections from peer observations

ON-TRACK

Design and implement a rigorous curricula, vertically and horizontally aligned to standards (CCSS, NGSS, SAT benchmarks) and critical analysis skills, and reflective of our powerful instructional practices (close reading, collaborative conversations, argumentative writing)."

Aug 01, 2017 to Aug 01, 2020 - Admin, ILT, all departments, teacher teams

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Rubicon (curricular maps)

NOT STARTED

Provide PD and safe practice for teachers around culturally sustaining (relevant) content and pedagogy (what we are teaching and how we are teaching it) in order to promote equitable access to content"

Status history

Strategy 3

ON-TRACK Host quarterly family events"
- Administration/ Grade level teams/ Community Liaison

Status history



ON-TRACK Apr 30, 2018
Evidence
Open House, Santa Night, FAFSA Night, BAC/PAC/LSC, Curriculum Night, P-T Conference

ON-TRACK Engage parents through parent cafes, Parent University classes and the legal clinic."
Jul 01, 2018 to Aug 01, 2020 - Administration/ Community Liaison, parents

Status history



ON-TRACK Apr 30, 2018
Evidence
Parent participation

ON-TRACK Offer free ESL classes for parents and community members to attend through CCC and NGHS."
Jul 01, 2018 to Aug 01, 2020 - Administration/ Community Liaison, parents

Status history



ON-TRACK Apr 30, 2018
Evidence
Parent participation in classes

ON-TRACK Engage parents in the TIA (Targeted Instructional Area) and current professional learning at Open House, workshops, and Parent Teacher Conference events."

Jul 01, 2018 to Aug 01, 2020 - Administration/ ILT

Status history



ON-TRACK Apr 30, 2018
Evidence
Agendas

ON-TRACK Increase student-driven programming to meet the holistic needs of our students. This includes CAPE arts-based programs and After School Matters."

Jul 01, 2018 to Aug 01, 2019 - Administration/ Teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Examples: Dance class, French class, etc.

ON-TRACK

Promote awareness for Hispanic Heritage Month and Black History Month"

Jul 01, 2018 to Aug 01, 2020 - Administration/ Teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Black History Assembly, Day of the Dead festivities, Three Kings Day, Hispanic Heritage Month Assembly

NOT STARTED

Administer annual student surveys to seek ways to improve the school and meet students' interests and needs."

Sep 04, 2018 to Aug 01, 2020 - Administration, students, teachers

Status history

Apr 30

NOT STARTED

Apr 30, 2018

Evidence

student surveys and results; 5 Essential results

ON-TRACK

Advertise and provide incentives to promote parent participation at school-wide events (parent and council meetings, conferences, open houses, cultural and extra-curricular events, etc.)"

Aug 01, 2018 to Aug 01, 2020 - Admin, parent groups, community liaison

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

parent attendance

Strategy 4

ON-TRACK

Implement restorative justice practices including peace circles, mediation, and skills-based in school suspension"

- Administration/ Discipline department/ Teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

SBISS protocol established and implemented

ON-TRACK

Continue the implementation of services provided by our CARE team via grade level meetings."

Aug 01, 2018 to Aug 01, 2020 - Counseling Team, Clinicians, Admin, grade levels teams, SEL team

Status history



ON-TRACK

Apr 30, 2018

Evidence

CARE Team trackers and student data

ON-TRACK

Integrate SEL competencies into curricula"

Aug 01, 2018 to Aug 01, 2020 - All Departments

Status history



ON-TRACK

Apr 30, 2018

Evidence

Student surveys; Rubicon curricula; Academic/Behavior-based classroom interventions

ON-TRACK

Implement SEL competencies in Seminar and SBISS"

Aug 01, 2018 to Aug 01, 2020 - Administration/ Seminar Department

Status history



ON-TRACK

Apr 30, 2018

Evidence

Student discipline data; 5 Essentials Survey

ON-TRACK

Implement MTSS Tier 2/3 Intervention Kid Talk protocol three times quarterly via Grade Level meetings."

Sep 05, 2017 to Jun 19, 2020 - Grade Leads, Grade Level Teams, Admin,

Status history



ON-TRACK

Apr 30, 2018

Evidence

Gradebook tracker, Kid Talk tracker

NOT STARTED

Collect and analyze data for effectiveness of MTSS interventions"

Jun 04, 2018 to Aug 01, 2020 - Care Team, SEL Team

Status history



NOT STARTED

Apr 30, 2018

Evidence

Gradebook tracker, Kid Talk tracker

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title I/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

Not 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.

The principal presents the Title I plan to the PAC annually at the mandated meeting. The principal presents the annual NCLB budget to parents at that meeting. The 2018-2019 NCLB Title I Information Meeting was held on September 18, 2018 at 5:00pm. In collaboration with North-Grand administration, parents and the PAC will meet bi-monthly to review the NCLB Title I parental involvement plan and policy. If parents feel the plan is not being fully implemented, suggestions for improvement can be made.

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

An annual informational meeting was held in the fall of 2018 (on September 18, 2017 at 5:00pm). The NCLB PAC Organizational Meeting was held on September 18, 2017 at 6:00pm. Newsletters from the CPS District will be sent home immediately upon receipt. Participation in NCLB PAC meetings will be highly encouraged via letters sent home, website updates, announcements posted on our marquee, and word of mouth from our BAC/PAC/LSC members.

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.

We have a designated parent room for meetings to take place. PAC meetings are held in the library on a regular basis and we will continue this practice. An agenda and open forum give families access to resources and information. Also, parents are always welcome to attend LSC meetings, BAC meetings, PAC meetings, and/or to scheduled appointments with the principal if necessary.

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.

State test results will be distributed to students in division or via English classes and will be shared with parents. Counselors will also be available to meet with individual parents who may have questions or concerns about their student's performance on state tests. Parents will also be given links to various websites that explain the exams and help parents understand the results. A workshop will be given in one of the NCLB PAC meetings, specifically regarding understanding state assessment scores.

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.

North-Grand will follow all procedures outlined by CPS about hiring "highly qualified" teachers. In our recruitment efforts, we will target only those teachers who meet NCLB's highly qualified status. Parents will be invited to be part of the hiring committee/interview process.

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.

North-Grand provides each student with their individual results on all PSAT and SAT assessments. Recently, the school created scorecards for students to track their performance over time to measure growth. At orientation, periodic parent meetings, and senior and junior nights, counselors review student performance on standardized tests with parents. North-Grand's bilingual coordinator will also host an informational session on the ACCESS test for parents of bilingual students, as well as the IAA>.

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.

North-Grand has established relationships with Wilbur Wright College to offer free GED and ESL classes for all interested parents and community members. The PAC provides training and workshops for parents to learn about various topics that parents face. Partners like iMentor and Legacy Leaders organize events where parents receive advice on the best strategies for them to promote their child's academic progress at home. Parents will be urged to attend conferences and community activities that strengthen their contribution to educational success. North-Grand actively seeks vendors and service providers to support our families. These vendor and providers attend parent nights and all report card pick up days as well.

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.

Teachers at NGHS are expected to make weekly calls to parents to assist in students' success. All staff email addresses are available on the school's website, which is updated regularly. North-Grand has an open-door policy and parents are welcome to visit the school and their child's classes if they schedule an appointment to do so. Parents volunteer at many events at the school, including chaperoning dances and field trips, organizing events, assisting with student recruitment, etc. All parents will have the option to receive professional development on accessing the online GradeBook, which is updated weekly.

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.

A large majority of this does not apply to North-Grand, however, North-Grand will make an effort to host middle school articulation meetings that will help align elementary school and high school expectations with our feeder schools.

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 will send a newsletter, at least each semester, to parents, informing them of upcoming events, student activities, and opportunities for their participation. Parents can always schedule an appointment with our school's community liaison, who can share information about the school and upcoming events as well. In addition, the marquee in front of the school will inform parents and community of events and dates along with the school's website. Any type of correspondence that is being sent home to students will be done in both English and Spanish. In addition, the school utilizes a text blast feature that parents can sign up for on our school's website, northgrandhs.org, to receive information via text. All parents are invited to email the principal to request any further information that is needed, at eafeltes@cps.edu.

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)

(Blank)

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.)

North-Grand's Mission Statement: To create a nurturing community of life-long learners who can strive successfully to achieve their highest intellectual, emotional, social, and ethical potential, To develop an environment where students construct meaning by actively participating in the learning process, embracing academic excellence, high moral values, and proper social behaviors; To implement an intellectually challenging core curriculum, focusing on reading, math, and modern technology; To develop productive partnerships among students, parents, teachers, and community.

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.

NGHS holds parent teacher conferences during all designated CPS Report Card Pick Up days, most recently, November 15, 2017 and April 19, 2018. Parent conferences are also held based on behavior, academic, and social-emotional concerns that we have about students. These happen on a weekly and ongoing basis. The case manager and teachers also meet with parents of students with IEPs and 504 plans for various meetings.

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

Grade reports are sent home during the end of each marking period. We also encourage parents to sign up for parent portal and text alerts during parent teacher conference days so that they can receive more information about their students' grades. We provide workshops to teach them to do this, periodically, during community events.

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

Administration is available for parents daily, based on need and/or via appointment; parents can call the school to set up an appointment with an administrator. Parents can request to meet with teachers on an as-needed basis, and administrators and/or counselors can help facilitate these meetings if necessary.

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

Parents are invited to the school multiple times each quarter for family/community events. During these events, students demonstrate their learning and their work. Parents can also apply for approval as CPS volunteers and can then chaperon field trips and class activities, once approval is granted.

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

Parents should monitor their child's homework completion and grades on a weekly basis. They can do this by accessing Parent Portal. If the parent doesn't have access to a computer, we encourage our parents to come in to NGHS to utilize our computer labs. Attendance should be monitored on a daily basis. Our attendance office will call parents of truant students or frequently absent or tardy students on a daily basis. Parents can come to school to confer with the attendance clerks and counselors about strategies for improving attendance.

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

Parents are heavily involved in the FIE/IEP process for all students with IEPs and 504 plans. They collaborate with teachers and the case manager to make decisions regarding the education of their children. Parents are also asked to complete interest surveys at community events where they can share their thoughts about how to improve the quality of education that we are offering to our children.

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

Students will maintain a 90% or higher attendance rate. They will participate in their seminar class activities, which support their social-emotional learning and skills development, as well as prepare them for their post-secondary pursuits. Students will check their grades and complete self-reflections on a regular basis during seminar class. 9th, 10th, and 11th grade students who are struggling will be referred to BAM, WOW, or other counseling/small group services.

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.

Activities/training will be made available through the PAC to parents on a monthly basis. Topics include: Managing Stress and Conflict Resolution; Effective Time Management; Understanding Parent Portal and CPS; Talking to Your Child About Today's Issues, etc (more workshops will be selected by the PAC).

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.	\$ 2300 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 618 .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)	\$ 1300 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 200 .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.	\$ Amount .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.	\$ 300 .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 be used only by parents.

\$	2000	.00
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