



Morgan Park High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
04/04/2018	Bryant, Gronholm, Mudron, Moore	SEF staff survey results, priority selection, scheduling meetings

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

Program Coherence was rated as Strong with a score of 69 in the 5 Essentials Survey under Effective Leaders.

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	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 **3** 4

Biweekly ILT meeting agenda focus on aligning International Baccalaureate curriculum with the SAT domains, including creating a professional development sequence that included interim assessments through GAINS.

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

The three, 2 hour long Flex PD agendas reflect the school's focus of combining I.B. curriculum and SAT domains.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?
	✓ PD agendas, PD feedback surveys
	✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth
	✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff
	86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching the Teachers	
✓ Making Better Use of Research	
✓ Upcoming Professional Learning Opportunities	
✓ Framework for Teaching PD Modules	

Aligned Resources:

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

Score

1234

The 5 Essentials Survey shows that stakeholders rated the School Commitment as Weak (39) in the Collaborative Teachers section. Additionally, implementation of the I.B. program has been slowed due to lack of resources.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community 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	
✓	Aligning Resources with Priorities: Focusing on What Matters Most
✓	Instructional Supports
✓	Strategic Source Vendor List
✓	CPS Instructional Time Guidelines: Elementary School Overview
✓	CPS Instructional Time Guidelines: High School Overview
✓	CPS Instructional Block Guidance: K-2 Literacy
✓	CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 **3** 4

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

All 9th and 10th grade students are taught the I.B. Middle Years Program curriculum. 11th and 12th graders have an opportunity to earn entrance into the I.B. Career Program or the I.B. Diploma Program. Students can also take I.B. Diploma Program classes as course students. Also, students have opportunities to take Advanced Placement, Dual Enrollment, and Dual Credit classes. Unit Plans are vetted by the unit plan vetting team each quarter using the Evaluating Unit Planners document from I.B.

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	✓ 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	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum 	

Instructional Materials:

Score

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

1 2 **3** 4

Teachers have incorporated ManageBac for I.B. curriculum, Khan Academy for SAT prep, No Red Ink for grammar instruction, and Google Classroom for a variety of content areas by having students use the Google ChromeBook carts that most departments have access to. This is reflected in the Strong rating of 76 from Math Instruction on the Ambitious Instruction section of the 5 Essentials Survey. However, our English Department does not have a full complement of ChromeBook carts and this is reflected in the neutral score of 50.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

Teachers participate in evaluating student work through the Internal Standardization process within course teams. This process asks teachers to evaluate student work (with redacted student names) using the content-specific I.B. criterion rubric. Teachers then share their evaluation with each other and come to a consensus on the score for that particular criterion prior to going back and scoring the remaining students' work.

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. 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 Arrangements Reflect Today's Higher Standards?
✓	Student Work Protocol (SQAP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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)

The importance of postsecondary success at Morgan Park High School is highlighted by the Strong score of 60 on the Expectations of Postsecondary Success section of the Supportive Environment aspect of the 5 Essentials Survey. All students can attend the school-wide college fair. MPHS also partners with Gear Up to assist freshman and sophomore students to consider different post-secondary pathways. Students in these grade levels have visited college campuses, attended college fairs, and attended career fairs. Juniors attend college preparatory assemblies, such as those sponsored by IMPACT. College representatives speak to them about what they should expect their senior year in the college application process. They were also able to hear about the financial aid application process. Seniors are enrolled in Senior Seminar, a class that assists them to make final determinations for their post-secondary paths. Colleges, universities, military branches, and apprenticeship programs make classroom visits to present post-secondary options. Students also attend field trips to college fairs, scholarship fairs, and other programs that have representation from gap year programs, colleges, and apprenticeship programs. Morgan Park High School students complete different tasks on Naviance, a tool that assists them with goal planning, as well as post-secondary and career exploration.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.

- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

1 2 **3** 4

Teachers follow IB pedagogy while incorporating strategies learned from district as well as school-based professional development. 81 % of students report that teachers explain/instruct concepts differently if they don't understand. Teachers score 72 on 5 Essentials in collaborative practices, the degree to which teachers observe each others practice and work together to review assessment data and develop instructional strategies.

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"> ✓ SGRP 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	3a. Communicating with Students
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

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

Starting with the end in mind, teacher teams create criteria-referenced unit summative exams to be given once approximately every 5 weeks. Teams then design units of instructional activities measured formatively to evaluate student progress towards mastery of skills needed to perform well on the summative assessment. Teachers review results of formative assessments to zero target student misconceptions and concepts are reviewed/retaught. Interim assessments have been used to measure progress of teacher team selected standards.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

Teachers provide universal academic and SEL instruction to all students while addressing targeted supports where needed. Students in need of intense supports can be referred to partners such as BAM and WOW. Freshman and Sophomore on Track teams monitor student academic, attendance and behavioral progress at least every 5 weeks. Counselors identify students who have failed and discuss opportunities to make up credits to get back on pace to graduation.

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
	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	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.

Overall we rated 60 in academic press and 65 in academic engagement (as measured by the 5 Essentials Survey). The majority of students report that classes challenge them most or all of the time, that teachers want them to become better thinkers, and that teachers expect everyone to work hard. Additionally the majority of students report that topics of study are interesting and challenging, and that it is clear to them what they need to do to succeed in class.

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 ✓ SGRP 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 is 30 ✓ 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

This is an area on which we have to work. The 5 Essentials Survey score for Supportive Environment is a 36 with only a score of 33 in student teacher trust. Although the majority of students agree or strongly agree that teachers listen to student ideas, treat them with respect, and only 44% agree that their teachers always keep their promises.

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	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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:

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

Score

1 2 **3** 4

We offer IB Diploma classes, Advanced Placement Classes to students who want to take them, as well as Dual Credit classes to those who qualify. Students have many and a wide-variety of extra curricular activities in which to be involved. 76% of students feel that teachers make sure that they are planning for life after graduation. 81% feel that high school is seen as preparation for the future. Students contribute to the learning community through an increase in classroom discussion practices derived from the high school summits. Student Council and the Student Voice Committee provide opportunities for students to impact the learning community.

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

Safety & Order:

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

Score

1 **2** 3 4

We only scored a 5 Essentials 16 in the area of Safety and Order. Only 46% of students feel mostly safe of very safe outside around school, only 56% report feeling the same in the bathrooms at school, and only 61% indicate the same feelings in the hallways. We need to improve student sense of physical and emotional well being.

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

Restorative Approaches to Discipline:

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

Although 71 % of responses to Group 1, Group 2, Group 3, Group 4, Group 5, Group 6 incidents for 2017-2018 school year involve instructive, corrective, restorative practices 60 of our students have multiple offences. Clearly we need to improve the use of these practices.

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

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

1 2 3 4

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.

The majority of teachers feel perceive that only “some” parents volunteer time to support the school, respond to suggestions for helping their student, and attend parent conferences when requested. Only a small number of parents attend LSC meetings and PAC meetings.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
Measures	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ 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 etc. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
	Parent University
	Parent Portal

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

2 Culture of & Structure for Continuous Improvement: Aligned Resources

1

2

3

4

5

0

2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

1 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
(Blank)	25.00	68.00	(Blank)	(Blank)	(Blank)
National School Growth Percentile - Math					
(Blank)	7.00	31.00	(Blank)	(Blank)	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms					
(Blank)	40.70	55.70	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Reading					
(Blank)	24.00	66.00	(Blank)	(Blank)	(Blank)

Hispanic Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------	---------

English Learner Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------	---------

Diverse Learner Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------	---------

African-American Growth Percentile - Math

(Blank)	7.00	31.00	(Blank)	(Blank)	(Blank)
---------	------	-------	---------	---------	---------

Hispanic Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------	---------

English Learner Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------	---------

Diverse Learner Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------	---------

National School Attainment Percentile - Reading (Grades 3-8)

(Blank)	94.00	95.00	(Blank)	(Blank)	(Blank)
---------	-------	-------	---------	---------	---------

National School Attainment Percentile - Math (Grades 3-8)

(Blank)	82.00	83.00	(Blank)	(Blank)	(Blank)
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------	---------

National School Attainment Percentile - Math (Grade 2)

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------	---------

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------	---------

Average Daily Attendance Rate

We held grade level meetings to inform students of attendance goal for individual students of 92% . We provided a list of improved students and displayed students names who have 92% to 100% attendance. We pulled students who were in the the push category 80%-91% and held student conferences. We called parents for students who have poor attendance and held parent-administrative conferences. We provided teachers opportunities to attend events with their class if students had good attendance. We pushed Parent Portal sign up and set triggers and sent letters to parent informing them of students attendance status. We encouraged parents to complete absent notes and sent 5 and 10 day letters home. And we provided a letter to the students in the push category at the 30th week.	95.90	95.10	(Blank)	(Blank)	(Blank)
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My Voice, My School 5 Essentials Survey

Our assumption is that we did not have enough respondents to earn a score, so we need to develop a concerted, focused approach along with our new administration to implement the survey.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Required metrics (Highschool)

17 of 17 complete

2016-2017
Actual

2017-2018
Actual

2017-2018
SQRP
Goal

2018-2019
SQRP
Goal

2019-2020
SQRP
Goal

My Voice, My School 5 Essentials Survey

Our assumption is that we did not have enough respondents to earn a score, so we need to develop a concerted, focused approach along with our new administration to implement the survey.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

PSAT 9 Annual Growth Measure

The 40th percentile is the Year 3 goal because we will be targeting 14 students per teacher to move to the next level in Year 1, 28 in Year 2, and 42 by Year 3.

(Blank)

13.00

20.00

30.00

40.00

PSAT 10 Annual Growth Measure

The 40th percentile is the Year 3 goal because we will be targeting 14 students per teacher to move to the next level in Year 1, 28 in Year 2, and 42 by Year 3.

(Blank)

17.00

22.00

32.00

40.00

SAT Annual Growth Measure

The 40th percentile is the Year 3 goal because we will be targeting 14 students per teacher to move to the next level in Year 1, 28 in Year 2, and 42 by Year 3.

(Blank)

26.00

31.00

36.00

40.00

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

Our assumption is that this is a new metric so we did not receive a score yet, so we need to develop a concerted, focused approach along with our new administration to implement the survey. We used the historical end of the year growth data for PSAT 9 and PSAT 10 in order to project our 3 year cohort SAT growth measure goals.

(Blank)

(Blank)

30.00

35.00

40.00

African-American School Growth Percentile SAT11

Our school is 97.3% African-American, so this goal mirrors our annual SAT growth measure.

(Blank)

25.00

31.00

36.00

40.00

Hispanic School Growth Percentile SAT11

Our assumption is that we did not have enough students that meet this subgroup to earn a score, so we need to develop a concerted, focused approach along with our new administration to implement the survey.

(Blank)

(Blank)

50.00

51.00

52.00

English Learner School Growth Percentile SAT11

Our assumption is that we did not have enough students that meet this subgroup to earn a score, so we need to develop a concerted, focused approach along with our new administration to implement the survey.

(Blank)

(Blank)

50.00

51.00

52.00

Diverse Learner School Growth Percentile SAT11

Our assumption is that we did not have enough students that meet this subgroup to earn a score, so we need to develop a concerted, focused approach along with our new administration to implement the survey.

(Blank)

(Blank)

50.00

51.00

52.00

Percent Meeting College Readiness Benchmarks

The 40th percentile is the Year 3 goal because we will be targeting 14 students per teacher to move to the next level in Year 1, 28 in Year 2, and 42 by Year 3.

(Blank)

24.60

30.00

35.00

40.00

Early College and Career Credentials Rate

We partnered with Equal Opportunity Schools (EOS) to increase the number of students who are taking advanced courses (AP/IB).

31.20

30.30

33.00

37.00

40.00

Freshmen On-Track Rate

In collaboration with GEARUP, the FOT team had one-on-one conferences, monthly workshops, scheduled tutoring and numerous parent conferences to discuss grades, support, interventions and future options.

83.00

84.70

86.00

88.00

90.00

4-Year Cohort Graduation Rate

School Counselors support the work of educators by endeavoring to schedule students into classes where they will be most successful with the appropriate amount of rigor while meeting graduation requirements.

77.30

71.60

75.00

80.00

85.00

1-Year Dropout Rate

In addition to setting and communicating high expectations, Morgan Park identifies our at-risk population and intervenes early through varied academic and behavioral supports. Collaborative efforts with alternative schools are also in place to facilitate student retention and the attainment of a high school diploma and viable Post-Secondary option.

7.30

4.00

4.00

3.00

2.00

College Enrollment Rate

All Morgan Park High School students can attend the school-wide college fair. MPHS also partners with Gear Up to assist freshman and sophomore students to consider different post-secondary pathways. Students in these grade levels have visited college campuses, attended college fairs, and attended career fairs. Juniors attend college preparatory assemblies, such as those sponsored by IMPACT. College representatives speak to them about what they should expect their senior year in the college application process. They were also able to hear about the financial aid application process. Seniors are enrolled in Senior Seminar, a class that assists them to make final determinations for their post-secondary paths. Colleges, universities, military branches, and apprenticeship programs make classroom visits to present post-secondary options. Students also attend field trips to college fairs, scholarship fairs, and other programs that have representation from gap year programs, colleges, and apprenticeship programs. Morgan Park High School students complete different tasks on Naviance, a tool that assists them with goal planning, as well as post-secondary and career exploration.

66.80

69.60

72.00

75.00

78.00

College Persistence Rate

All Morgan Park High School students can attend the school-wide college fair. MPHS also partners with Gear Up to assist freshman and sophomore students to consider different post-secondary pathways. Students in these grade levels have visited college campuses, attended college fairs, and attended career fairs. Juniors attend college preparatory assemblies, such as those sponsored by IMPACT. College representatives speak to them about what they should expect their senior year in the college application process. They were also able to hear about the financial aid application process. Seniors are enrolled in Senior Seminar, a class that assists them to make final determinations for their post-secondary paths, including finding a match school that will assist with college persistence. Colleges, universities, military branches, and apprenticeship programs make classroom visits to present post-secondary options. Students also attend field trips to college fairs, scholarship fairs, and other programs that have representation from gap year programs, colleges, and apprenticeship programs. Morgan Park High School students complete different tasks on Naviance, a tool that assists them with goal planning, as well as post-secondary and career exploration.

76.70

69.80

72.00

75.00

78.00

Average Daily Attendance Rate

We held grade level meetings to inform students of attendance goal for individual students of 92% . We provided a list of improved students and displayed students names who have 92% to 100% attendance. We pulled students who were in the the push category 80%-91% and held student conferences. We called parents for students who have poor attendance and held parent-administrative conferences. We provided teachers opportunities to attend events with their class if students had good attendance. We pushed Parent Portal sign up and set triggers and sent letters to parent informing them of students attendance status. We encouraged parents to complete absent notes and sent 5 and 10 day letters home. And we provided a letter to the students in the push category at the 30th week.

88.40

87.00

89.00

90.00

91.00

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

Utilize a tiered approach for academic and SEL supports

...then we see...

All students making academic progress while being able to self-regulate emotional responses

...which leads to...

- Reduction in 10% decrease in SCC violations
- Less than 10% of students failing core courses
- Increase in restorative practices as measured by SCC infraction codes
- Increase in implementation of the 5 fundamental tier 1 practices as measured by the Rigor Walk tool

Tags:

MTSS, Behavior and Safety, SEL, Rigor

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

1. Develop clear MTSS expectations for areas in the building including: classroom, SEL, athletics, and post-secondary to ensure that a system of tiered supports is available for all students.

Femi Skanes, Daniel Buys, Kai Erquhart, Lakeya Poston

Aug 17, 2018 to Jan 31, 2019

On-Track

2a. Provide PD to all teachers to help them understand and deliver on the expectations of tiered supports for all students.
2b. Provide PD for Academic Center teachers how to utilize NWEA to drive their instruction. PD should focus on NWEA reports, small groups and progress monitoring.

(Blank)

select

Not started

3a. Create an accountability system that provides support and measures implementation of the 5 fundamentals as a tier 1 support.
3b. Since GEAR UP will be paying for tutors for grades 10/11 (and paying a teacher for after school), make sure to work with Alicia from GEAR UP to train all tutors to maximize tutoring time (not social hour) and to establish clear expectations to teachers/coaches about what students should be attending.

(Blank)

select

Not started

4a. Establish a clear definition of what gets referred to the dean (what is tier 2 and 3 behavior) and what is handled in the classroom. Provide proper support to help teachers address classroom expectations and behavior.

4b. Create an internal MTSS tracking tool to be used to review data and analyze trends to provide tier 2-3 supports. The tracker can be used to solicit information from GLTs.

(Blank)

select

Not started

Strategy 2

If we do...

Develop systems on all safety procedures and provide training to support a safe environment.

...then we see...

School culture that feels welcoming and safe for all students, staff, and guest.

...which leads to...

-Increase in supportive environment as measured by the MVMS
-Increase in teacher ratings in Domain 2
-Reduction in level 4,5,6 SCC infractions

Tags:

Safety and order, Multi-tiered support systems

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

1. Form a climate and culture team in the building that involves all stakeholders.

Femi Skanes, Daniel Buys, Kai Erquhart, Lakeya Poston

Aug 17, 2018 to Jan 31, 2019

On-Track

2. Determine the behavior we want to see in all students, ensure that the updated discipline policy/code of conduct reflects this standard, and provide training to security (and all staff) to support students in meeting these behavioral expectations (security should be first line of support, not first line of defense).

(Blank)

select

Not started

3. Create & implement school wide discipline plan. Can also ask teachers to submit behavior management plans for feedback. Also create entry, dismissal expectations as well as a school wide behavior matrix.

(Blank)

select

Not started

4. Analyze current systems and data related to the coding/logging of behavior and discipline in Verify. Make sure to streamline this process.

(Blank)

select

Not started

5. Implementation of Student Logger, pd for all staff, bi-weekly data meetings with deans to analyze data to create action steps. Identified students with severe SEL issues are provided additional structures & SEL support (targeted behavior groups, individual mentoring (CICO), in order to maintain an emotional & physical safe space within the school and classrooms.

(Blank)

select

Not started

6. Create a safety document for all staff the outlines drill procedures, exit routes, lock down protocol and visitor expectations and provide PD to teachers on safety expectations.

(Blank)

select

Not started

Strategy 3

If we do...

Create standards based common summative assessments at the beginning of each instructional unit.

...then we see...

Focused instruction utilizing formative assessment practices that aligns to the MPHS revised grading policy.

...which leads to...

- Increase in on-track rates by 5%
- Reduction in course failures by 10%
- Increase in AP/IB and SAT scores from SY18
- Improved NWEA scores in students meeting and exceeding growth targets

Tags:

Ib criteria, Sat, Aligned assessments, Assessment development

Area(s) of focus:

3

Action step

1. Utilize a system such as the Stoplight report to provide a consistent way to review grades and on-track metrics and to make real time adjustments based on the data.

Responsible

Femi Skanes, Daniel Buys, Kai Erquhart, Lakeya Poston

Timeframe

Aug 17, 2018 to Jan 31, 2019

Status

On-Track

Survey, Resource alignment

2a. Use a unit planning tuning protocol to provide feedback on units and assessments.
2b. Help teachers use a criteria based rubric to provide feedback on all formative (and summative) assessments that align to MPHS revised grading policy.
2c. When creating the instructional learning cycle plan department meeting that allows time for teachers to write and give feedback on end of unit assessments, student work and objective alignment.
2d. Use department and course team meetings to discuss unit plans and formal/summative assessments where teachers receive feedback from peers, grade level leads and admin on backwards mapping.

(Blank)

select

Not started

3. Develop a clear cycle for the BAG report which aligns to the quarterly instructional plan with specific next steps for students.

(Blank)

select

Not started

Strategy 4

If we do...

Focus on the cognitive demand of formative and summative student tasks.

...then we see...

Teachers utilizing tiered instructional practices that support growth for all students.

...which leads to...

- Increase in DOK levels from BOY to EOY as measured by the ICE walks
- Increase in SAT scores
- Increase in AP/IB and SAT scores from SY18
- Improved NWEA scores in students meeting and exceeding growth targets

Tags:

Instruction, Depth of knowledge, Rigorous task

Area(s) of focus:

1

Action step

1a. Create a school wide definition of rigor. Create a task complexity protocol.
1b. Establish a consistent cycle to allow time for instructional planning to assist teachers with developing high level tasks based on a rubric.
1c. Implement GRASPs

Responsible

Femi Skanes, Daniel Buys, Kai Erquhart, Lakeya Poston

Timeframe

Aug 17, 2018 to Jun 18, 2019

Status

On-Track

2a. Respect the time Gronholm informed us was set aside for every 5 weeks calibration with course teams prior to grading (but that slowly dissipates as school year went on). 2b. Create grade level student task protocol. Teachers responsible for bringing students task and peers review the task to ensure CCSS alignment, unit plan alignment, & IB Rubric alignment. 2c. Utilize instructional rounds/walks to observe the implementation of rigorous tasks and to provide feedback to teachers for continuous improvement.	(Blank)	select	Not started
3a. Unit plan feedback. 3b. Provide teachers with regular feedback from the learning walks with action items they can realistically use to immediately push the cognitive demand in their classroom.	(Blank)	select	Not started

Strategy 5

If we do...

If we structure professional development to maximize teacher learning

...then we see...

Structured team meetings guided by teacher needs and professional literature which are aligned to the Quarterly Instructional Calendar

...which leads to...

-Increase in teacher performance as measured by REACH
-Increase in teacher performance as measured by the Rigor Walk tool
-Improved teacher collaboration as reported through the 5Es

Tags:

Professional Learning, Teaming

Area(s) of focus:

1, 3

Action step	Responsible	Timeframe	Status
1. Utilize the quarterly instructional plan to develop a data driven professional learning cycle.	Femi Skanes, Daniel Buys, Kai Erquhart, Lakeya Poston	Aug 17, 2018 to Jun 18, 2019	On-Track
2. Provide PD on the PLC model to help teachers develop goal setting/outcomes based work habits.	(Blank)	select	Not started
3. Create walk through protocol to align with 5 fundamental. Analyze walkthrough data to identify areas of growth and create PLCs around growth areas. Also, use data to identify distinguished teachers for peer coaching.	(Blank)	select	Not started
4. Complete beginning of the year instructional walks with the ILT identify trends and professional development needed	(Blank)	select	Not started
5. Coach teacher leaders (ILT members and beyond) as they slowly take the lead on certain professional development items.	(Blank)	select	Not started
6. Ensure all teachers are trained in IB expectations.	(Blank)	select	Not started

7. Create a space where professional readings are used as the anchor to improving professional practice. Do building walks so others can know who supports them.

(Blank)

select

Not started

Action Plan

Strategy 1

ON-TRACK

1. Develop clear MTSS expectations for areas in the building including: classroom, SEL, athletics, and post-secondary to ensure that a system of tiered supports is available for all students."

Aug 17, 2018 to Jan 31, 2019 - Femi Skanes, Daniel Buys, Kai Erquhart, Lakeya Poston

Status history

Aug 17

ON-TRACK

Aug 17, 2018

Evidence

MTSS plan developed.

NOT STARTED

2a. Provide PD to all teachers to help them understand and deliver on the expectations of tiered supports for all students. 2b. Provide PD for Academic Center teachers how to utilize NWEA to drive their instruction. PD should focus on NWEA reports, small groups and progress monitoring."

-

Status history

Aug 17

NOT STARTED

Aug 17, 2018

Evidence

NOT STARTED

3a. Create an accountability system that provides support and measures implementation of the 5 fundamentals as a tier 1 support. 3b. Since GEAR UP will be paying for tutors for grades 10/11 (and paying a teacher for after school), make sure to work with Alicia from GEAR UP to train all tutors to maximize tutoring time (not social hour) and to establish clear expectations to teachers/coaches about what students should be attending."

-

Status history

Aug 17

NOT STARTED

Aug 17, 2018

Evidence

NOT STARTED

4a. Establish a clear definition of what gets referred to the dean (what is tier 2 and 3 behavior) and what is handled in the classroom. Provide proper support to help teachers address classroom expectations and behavior. 4b. Create an internal MTSS tracking tool to be used to review data and analyze trends to provide tier 2-3 supports. The tracker can be used to solicit information from GLTs."

-

Status history

Aug 17

NOT STARTED Aug 17, 2018
Evidence

Strategy 2

ON-TRACK 1. Form a climate and culture team in the building that involves all stakeholders."
Aug 17, 2018 to Jan 31, 2019 - Femi Skanes, Daniel Buys, Kai Erquhart, Lakeya Poston

Status history



ON-TRACK Aug 17, 2018
Evidence
School culture and environment plans developed

NOT STARTED 2. Determine the behavior we want to see in all students, ensure that the updated discipline policy/code of conduct reflects this standard, and provide training to security (and all staff) to support students in meeting these behavioral expectations (security should be first line of support, not first line of defense)."

Status history



NOT STARTED Aug 17, 2018
Evidence

NOT STARTED 3. Create & implement school wide discipline plan. Can also ask teachers to submit behavior management plans for feedback. Also create entry, dismissal expectations as well as a school wide behavior matrix."

Status history



NOT STARTED Aug 17, 2018
Evidence

NOT STARTED 4. Analyze current systems and data related to the coding/logging of behavior and discipline in Verify. Make sure to streamline this process."

Status history



NOT STARTED Aug 17, 2018
Evidence

NOT STARTED 5. Implementation of Student Logger, pd for all staff, bi-weekly data meetings with deans to analyze data to create action steps. Identified students with severe SEL issues are provided additional structures & SEL support (targeted behavior groups, individual mentoring (CICO), in order to maintain an emotional & physical safe space within the school and classrooms."

Status history

Aug 17

NOT STARTED

Aug 17, 2018
Evidence

NOT STARTED

6. Create a safety document for all staff the outlines drill procedures, exit routes, lock down protocol and visitor expectations and provide PD to teachers on safety expectations."

-

Status history

Aug 17

NOT STARTED

Aug 17, 2018
Evidence

Strategy 3

ON-TRACK

1. Utilize a system such as the Stoplight report to provide a consistent way to review grades and on/track metrics and to make real time adjustments based on the data."

Aug 17, 2018 to Jan 31, 2019 - Femi Skanes, Daniel Buys, Kai Erquhart, Lakeya Poston

Status history

Aug 17

ON-TRACK

Aug 17, 2018
Evidence

Grade level structure developed

NOT STARTED

2a. Use a unit planning tuning protocol to provide feedback on units and assessments. 2b. Help teachers use a criteria based rubric to provide feedback on all formative (and summative) assessments that align to MPHS revised grading policy. 2c. When creating the instructional learning cycle plan department meeting that allows time for teachers to write and give feedback on end of unit assessments, student work and objective alignment. 2d. Use department and course team meetings to discuss unit plans and formal/summative assessments where teachers receive feedback from peers, grade level leads and admin on backwards mapping."

-

Status history

Aug 17

NOT STARTED

Aug 17, 2018
Evidence

NOT STARTED

3. Develop a clear cycle for the BAG report which aligns to the quarterly instructional plan with specific next steps for students."

-

Status history

Aug 17

NOT STARTED

Aug 17, 2018
Evidence

Strategy 4

ON-TRACK

1a. Create a school wide definition of rigor. Create a task complexity protocol. 1b. Establish a consistent cycle to allow time for instructional planning to assist teachers with developing high level tasks based on a rubric. 1c. Implement GRASPs"

Aug 17, 2018 to Jun 18, 2019 - Femi Skanes, Daniel Buys, Kai Erquhart, Lakeya Poston

Status history



ON-TRACK

Aug 17, 2018
Evidence
Instructional plan developed.

NOT STARTED

2a. Respect the time Gronholm informed us was set aside for every 5 weeks calibration with course teams prior to grading (but that slowly dissipates as school year went on). 2b. Create grade level student task protocol. Teachers responsible for bringing students task and peers review the task to ensure CCSS alignment, unit plan alignment, & IB Rubric alignment. 2c. Utilize instructional rounds/walks to observe the implementation of rigorous tasks and to provide feedback to teachers for continuous improvement."

-

Status history



NOT STARTED

Aug 17, 2018
Evidence

NOT STARTED

3a. Unit plan feedback. 3b. Provide teachers with regular feedback from the learning walks with action items they can realistically use to immediately push the cognitive demand in their classroom."

-

Status history



NOT STARTED

Aug 17, 2018
Evidence

Strategy 5

ON-TRACK

1. Utilize the quarterly instructional plan to develop a data driven professional learning cycle."

Aug 17, 2018 to Jun 18, 2019 - Femi Skanes, Daniel Buys, Kai Erquhart, Lakeya Poston

Status history



ON-TRACK

Aug 17, 2018
Evidence
Instructional plan developed.

NOT STARTED 2. Provide PD on the PLC model to help teachers develop goal setting/outcomes based work habits."

Status history

Aug 17

NOT STARTED Aug 17, 2018
Evidence

NOT STARTED 3. Create walk through protocol to align with 5 fundamental. Analyze walkthrough data to identify areas of growth and create PLCs around growth areas. Also, use data to identify distinguished teachers for peer coaching."

Status history

Aug 17

NOT STARTED Aug 17, 2018
Evidence

NOT STARTED 4. Complete beginning of the year instructional walks with the ILT identify trends and professional development needed"

Status history

Aug 17

NOT STARTED Aug 17, 2018
Evidence

NOT STARTED 5. Coach teacher leaders (ILT members and beyond) as they slowly take the lead on certain professional development items."

Status history

Aug 17

NOT STARTED Aug 17, 2018
Evidence

NOT STARTED 6. Ensure all teachers are trained in IB expectations."

Status history

Aug 17

NOT STARTED Aug 17, 2018
Evidence

NOT STARTED 7. Create a space where professional readings are used as the anchor to improving professional practice. Do building walks so others can know who supports them."

Status history

NOT STARTED

Aug 17, 2018
Evidence

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of 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

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.

A member of the school's administrative team (preferably the principal) will meet with the PAC during a regularly scheduled meeting on a monthly basis to review the parent involvement plan. Prior to meeting, the PAC and the school's leadership should set benchmark goals at the beginning of the year in order to review key items that were deemed priorities for the PAC.

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

The Annual Title 1 Meeting and the PAC Organizational Meeting will be held in September, 2018 in order to inform parents of the school's participation in the ESSA and Title one Programs. The monthly PAC meetings will continue to be held on the Third Wednesday of every month. In addition, the PAC and the school's ILT will co facilitate meetings geared toward student participation in ESSA and Title I programs quarterly. Meetings will be publicized via website, phone blasts and email.

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.

Once the School Parent Advisory Council makes a suggestion, the school's administrative team will respond immediately and appropriately to the suggestion. The administrative team will work collaboratively with the PAC in order to make key decisions that impact the PAC's involvement. The administrative team will respond to the communicating body in writing with a decision or response to the decision that needs to be made.

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.

When state assessment results are ready, they will be given to parents on report card pick-up day or mailed home. The school will offer another opportunity for parents to review their student's assessment results by hosting events where the curriculum coordinator, the administrator for curriculum and instruction, the IB Diploma and the IB Middle Years Programme coordinators, as well as department chairs from the core subjects meet with parents to give an overview on how to read their student's assessment results and talk about supports and intervention that are available to their child.

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.

At Morgan Park we aim to insure that 100% of our teachers who are assigned to teach are highly qualified as defined by Title 1 Final Regulations. In the event that a teacher is assigned a teaching position and the teacher is not highly qualified, the school's principal will mail a letter to all parents of the students who are being taught by a teacher who is not highly qualified explaining the circumstances and will offer next steps regarding this teacher's assignment (i.e. this may be temporary teaching assignment and the permanent teacher will return soon.)

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.

Tentatively scheduled for the second week in September, a parent night will be held for each grade level. At this meeting, members of the Instructional Leadership Team will review with parents the common core state standards, the standardized test assessments, and how they can monitor their child's progress. In addition, the team will share best practices with parents regarding working with their child's teacher to insure that their child is receiving a quality education. Once assessment results are received, subsequent meetings will be scheduled (Quarter 2 and Quarter 3) to discuss student assessment results and school instructional interventions (i.e. skills based tutorials). By Quarter 4, the students should be preparing for end of the year assessments while teachers are forming curriculum plans based on interim assessment and student class performance. This information will be shared with parents at an end of the year meeting with parents in preparation for next year.

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.

Throughout the school year, teacher teams and the technology coordinator will hold meetings with parents regarding literacy and technology. Teams will discuss with parents the school's targeted instruction area and literacy tips that will enhance student performance. In addition, our technology coordinator will host a variety of workshops that include monitoring student performance on line (using Gradebook and ManageBac), monitoring their student's academic honesty (checking for plagiarism), and monitoring student use of social media. These workshops will aid in helping parents to monitor their student's web usage as well as to monitor grades online. These sessions will occur frequently throughout the year.

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.

A growing need at our school is staff development on communicating with parents. During the beginning of the school year staff development, the administrative team will work with a professional development facilitator to discuss specific strategies that should be used for teachers to communicate with parents. This professional developer will give a workshop that specifically targets school to home communications about a student's academic progress. In addition, the presenter will discuss effective methods of communicating to parents a teacher's behavioral expectations and students behaviors. Each teacher will be asked to participate in at least one of the parent workshops given this year.

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

N/A

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

Written correspondence will be sent home 3 to 4 times a year regarding school activities, student information, upcoming meetings, and parent conferences via mail. In addition, phone blasts will be sent out regarding upcoming activities, important events, and to announce student days of non-attendance. All official correspondence will be sent out from our main office and will be written on Morgan Park letterhead and initialed by an administrator if necessary. The school will also update this information on a regular basis on the school's website. All written and oral correspondence will be in English.

Policy Implementation Activities

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



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



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



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

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

N/A

School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

We are an International Baccalaureate high school committed to academic and social excellence for all students through the implementation of its rigorous and diverse curriculum and assessment. We strive to create an atmosphere of mutual responsibility among students, faculty, staff, parents, and the community. We aim to develop globally responsible citizens who are knowledgeable, open-minded, caring, and principled thinkers. In order to carry out the school's mission, the school's ILT will continue to place a great emphasis on professionally developing the staff on Common Core State Standards as well as International Baccalaureate standards and practices. In addition, teachers will use assessment data to drive instruction in order to shape student intervention and/or to modify instruction for upcoming learning periods. The school will keep all stakeholders involved in curricular changes and will involve both students and parents in establishing expectations. Teachers will be sure to track student progress throughout the implementation of new strategies so that the school can identify future professional development needs and curricular modifications.

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.

The school will hold the regularly scheduled parent-teacher conferences assigned by the district in November, 2018 and April, 2019; Freshmen Parent-Teacher Conferences (Progress Report Review) in October, 2018; December, 2018; and March, 2019. Sophomore Parent-Teacher Conferences Staying on Track Nights will be September, 2018 and May, 2019. Junior Parent-Teacher Conferences SAT Nights: September, 2018 and March 2019.

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

Teachers will update their grades on a weekly basis. In addition, progress reports will be completed every 5 weeks and mailed to parents. Report cards will be issued every 10 weeks. Parents will pick up the student grades for both Quarter 1 and Quarter 3. Quarter 2 and Quarter 4 grades will be distributed to students to take home to parents/guardians. Parents will be reminded of this distribution via the school website.

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

On the Morgan Park website (www.morganparkcps.org), parents can view staff information and email staff with questions and concerns. Parents can contact the counseling department to set up conferences with individual teachers.

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.

Each quarter the school will invite parents to volunteer at the school and brief parents on CPS policy as it applies to parent volunteers. Volunteer assignments will be given based on policy compliance, parent interest and areas of most need. Parent support is needed in all offices in the building i.e. attendance office, main office, counseling office, programming office, and Dean's office. In addition, parents are needed to support on field trips, and during after school activities. Teachers may need parental support when completing long range projects and may need assistance in the classroom to make sure the students complete involved projects (i.e. science fair, history fair).

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

Parents are expected to check their student's progress in each class using the parent portal . Parents are expected to contact teachers sooner rather than later regarding clarification or grading discrepancies. Parents should use the IMPACT Parent Portal to monitor student attendance and to contact the attendance office if they have any questions or concerns regarding student 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.

During parent year group meetings, PAC meetings, and LSC meetings, parents will voice their concerns regarding decisions that are to be made regarding their child's academic career. Each meeting will include an opportunity for parent comments and concerns to be addressed. All concerns raised will be addressed by the school's administration. If necessary, specific parents may be called in to meet with the administration and other stakeholders to make important decisions regarding student academics, activities, and/or safety.

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).

A Student Voices Leadership Team will take on the challenge of improving the overall academic climate in the school building. The school will launch campaigns regarding student academic and behavioral awareness. This team will encourage positive behaviors and habits for all stakeholders which includes respect, good attendance, and a high priority on academic achievement.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

There will be monthly workshops to train parents on academic, college application, financial aid, and adolescent social emotional development to equip parents with strategies for improving their children's academic achievement.

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.	\$	200	.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.	\$	300	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1500	.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)	\$	5000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	438	.00

<p>54205</p><p>Travel</p>

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.

\$	1000	.00
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<p>54565</p><p>Reimbursements</p>

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.

\$	100	.00
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<p>53510</p><p>Postage</p>

Must be used for parent and family engagement programs only.

\$	100	.00
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53306

Software</p>

Must be educational and for parent use only.

\$	300	.00
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55005

Furniture and Equipment</p>

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

\$	100	.00
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