



William J Bogan High School (/school-plans/489) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Gary Bell	Staff LSC Member	gabell@cps.edu	Has access
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### Team meetings

Date	Participants	Topic
02/29/2016	LSC Meeting: Babette Jackson, Alahrie Aziz-Sims, Gary Bell	Overview of CIWP Process, Calendar, Areas of Concern
03/03/2016	ILT Meeting: Aziz-Sims, Maali, House, Willis, Vincenty, Barnes, Thomas, Gelaw, Loranger	School Effectiveness Survey Review and CIWP Planning

03/07/2016	Grade Level Meetings: Maali, House, Willis, Vincenty, Barnes, Thomas, Gelaw, Waters	School Effectiveness Survey Overview with Staff in Grade Level Meetings
03/09/2016	Grade Level Meetings: Maali, House, Bell, Vincenty, Willis, Barnes, Thomas, Gelaw, Waters, Loranger	SEF Ratings, Discussions, and Evidence Collection
03/11/2016	Grade Level Meetings: Maali, House, Bell, Vincenty, Willis, Barnes, Thomas, Gelaw, Waters, Loranger	SEF Ratings, Discussions, and Evidence Collection
03/28/2016	LSC Meeting: B. Jackson, Bell, Aziz-Sims, Dixon	SEF Updates, Review of School Data
04/14/2016	Parent Survey	School improvement Priorities, Parent Commitments
04/15/2016	Drafting Meeting: Aziz-Sims, Loranger, Dixon	Drafted CIWP based on all information collected
06/06/2016	LSC Meeting: Jackson, Bell, Aziz-Sims	Shared CIWP Draft
04/15/2016	ILT Meeting: Aziz-Sims, Maali, House, Willis, Vincenty, Gelaw, Loranger	Review Info Collected, Finalize Strategies

## School Excellence Framework

### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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

1 2 3 4

Our 5 Essentials collaboration and leadership data has increased over the past 4 years - we have some inconsistencies, and this is keeping us from being a 4. Leadership is shared between administration and teachers. The school has an active ILT, supportive teacher leaders who are given some autonomy, and most share responsibility for meeting school goals. However, we are committed to our school mission and vision - it is referred to at school throughout the day, in meetings, and professional development sessions, and it encourages our actions.

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

### Instructional Leadership Team:

Score

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.

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Our ILT meets regularly and impacts school curriculum and instructional practices. The ILT designs and implements most teacher professional development and provides support to individual teachers as well. The ILT needs to do a better job of being transparent to the staff with the reasoning behind decisions and sharing what happens in meetings, but plans are shared and monitored through the ILT. On the 5 Essentials, Instructional Leadership is strong with the majority of the teachers agreeing that the leadership team is effective (over 70%). The strength of our team has been noted during our MYP visit and our School Support Evaluation.

### Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, “**Is it working?**” about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, “**If not, why not?**”
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team’s purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

### Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓	ILT Effectiveness Rubric Score
	✓	ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓	Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓	Teacher team agendas/minutes reflective of ILT focus
Measures	✓	Five Essentials: Instructional Leadership
Five Essentials		Effective Leaders
		Collaborative Teachers
CPS Framework for Teaching		<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
		<a href="#">4d. Growing and Developing Professionally</a>
		<a href="#">4e. Demonstrating Professionalism</a>
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
		B5. Supports Teacher Teams

### Professional Learning:

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

Score

1 2 **3** 4

Teachers have regularly scheduled meeting times (3x week) that are teacher led and driven by student/teacher data and school needs. Teachers form their own professional learning communities to look at specific practices, get help for improving student achievement, REACH data at the school has continually improved with more teachers becoming proficient (from 50% of observations being Developing/Unsatisfactory to 78% Proficient/Distinguished). Professional learning has also led to policy changes at the school (i.e. grading/assessment policy, implementation of SEL using IB Learner Profiles, etc.). On the 5 Essentials, over 80% of teachers report that they receive support improving their teaching and receiving feedback from the leadership team. 70-80% of teachers also report that they look at assessment data with each other, plan together, and work to improve instructional practices.

### Guide for Professional Learning

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

#### Aligned Resources:

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

Score

1 2 **3** 4

All budget items are aligned to school structures and plans. Staff has scheduled meeting time for grade level meetings, department meetings, SPED collaborations, and professional development sessions. Teachers make requests for field trips, materials, and supplies. The school is in transition from the SIG grant, and has been able to maintain all initiatives from the grant in the regular budget including building improvements. More staff needs to be involved in budgeting and more awareness needs to be developed about budgeting processes as indicated by the 5 Essentials survey, and we need to look at how to provide some students additional instruction time, but we do have some great interventions in place like Reading Plus and SAGA math lab.

#### 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
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

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.

School has established scope and sequence and coordinated it with the IB Approaches to Learning/IB Learner Profile and the IB Criteria Rubrics. The scope and sequence need to be better coordinated as not to overwhelm teachers and students. Teachers report having difficulty coordinating the scope and sequence. Curriculum is reviewed weekly in course team meetings; teachers are receiving data driven instruction support to make them reviews more effective. Team agendas reflect that teachers regularly plan instruction together, look at student data and student work, and collaborate on school initiatives (i.e. service learning projects, interventions, etc.). The school received an "Established" rating based on evidence provided that SEL lessons are integrated through the IB Learner Profile and supported in advisories.

### Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**

- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

1 2 3 4

School provides 1:1 Chromebook access to all students and staff. Materials used: textbooks, Google Classroom, Turnitin.com, and different apps. Both students and teachers are provided training and support on finding and selecting the appropriate apps and materials. Technology support allows for differentiation of instruction and supports. 75% of students reported on the student survey that the technology was helping them learn more in at least 1/2 of their classes.

## Guide for Instructional Materials

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

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels
	✓ Evidence of scaffolding and differentiation for all students to access the content/skills
	✓ Description of materials in curriculum and/or lesson plans
	✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1.b. Demonstrating Knowledge of Students</a> <a href="#">1.c. Selecting Learning Objectives</a> <a href="#">1.d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

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

### Score

1 2 3 4

Tasks are variable, depending on class. Student work and data analyses review that tasks are not always correctly aligned, designed at the correct level. Teacher and student focus is not always on the quality/rigor of academic work but on completion and structural quality of assignment (on time, neat, etc.). Under standards based grading, students earning A-C's has declined and is a little over 65% each grading period; however, this also indicates that teachers need to do better supporting and differentiating students so that tasks are not only challenging for students but supportive as well. Teachers report that they, overall, think that these tasks are at a Level 3 for SEF; however, based on student data, more effort is needed for support. The 2016 5 Essentials survey reported that the school was strong in Ambitious instruction, but two grade levels received weak ratings for rigor.

## 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 ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

School has established a college going culture with multiple paths starting from freshmen year. The services of the post-secondary team and counseling need to be better coordinated to provide structure. The school has worthwhile activities that raise post-secondary awareness, but the school needs to have structured intervention to change student trajectories. The school is currently working with OneGoal, GearUp, and has partnered with a large number of post-secondary institutions. The school currently has one Master Post-Secondary coach, and school practices are being replicated at the district level as well as by Gear Up, a school partner. Even though the school's data shows a decline in college enrollment to 40%, the school's enrollment is higher (about 52% when schools who do not report Clearinghouse data). The school hosts an on-site job training program, during the school day, for high functioning autism cluster students and special education students (EraserMitt) and transitions special education students into the Bridges program. The school always has a 95% or higher completion rate for post-secondary plans, and 60 plus percent of students persist in college.(currently 68.5%).

### 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, 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 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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,



- **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.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
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

### Multi-Tiered System of Support:

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

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The school currently has strong SEL interventions and has some key academic interventions, but the system is not fully integrated and connected to classroom practice. Teams regularly review student data and create student intervention plans, but our Tier 1 needs to be more responsive to students. Over the past 4 years, the school has had more than a 70% reduction in discipline infractions, increased Freshman on Track 12%, and increased attendance 9% to 89%. The school has also increased the graduation rate 21% over 4 years through a combination of classroom interventions and SEL supports. The school received an "Established" rating for being a Supportive School.

### Guide for Multi-Tiered System of Support

- **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 (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

### 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

The school has made a big shift to standards based grading, but teachers are still developing assessments and their understanding of assessment. The data produced now is general data with some specific detail available, but the validity of the data sometimes comes into question when correlated with other data sources (i.e. Explore, PLAN, etc.). Of 55 teachers, 23 teachers have demonstrated proficiency in using data to drive instruction and understand; an additional 25 have shown development in their use of classroom data. REACH data shows that 63% of observations, teachers were able to demonstrate proficiency in planning assessment and 7% demonstrate distinguished planning and similar ratios were observed in Domain 3, Using Assessment in the Classroom.

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

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School’s grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	<b>Ambitious Instruction</b>
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a> <a href="#">1e. Designing Student Assessment</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

**Expectations for Quality & Character of School Life**

6 of 6 complete

**Culture for Learning:**

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

**Score**

1 **2** 3 4

Relationships at the school are positive and respectful. They are not necessarily focused on academics though there are academic connections between staff and students. Some staff and some students actively work together to build academic mindsets, and students have increased their behaviors related to academic success (higher attendance, fewer discipline, higher home/class work completion). On the 5 Essentials, the school scores Neutral because even though there is a large group of students who feel positively supported, there are also students who do not. (about 20% gave negative expectations about expectations).

**Guide for Culture for Learning**

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### 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

Even though many of the relationships are positive and demonstrate mutual and relational trusts, there are occasionally interactions that undermine this. Students and staff, overall, are respectful, kind to each other. The school pulls together to help each other work; this makes the school day, events, and plans much easier to operate and implement. Most students report positively on the MVMS survey around relationships, but between 20-30% of students reported negatively on trust indicators.

### 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"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

The school has several clubs, but some of the clubs are not continuous. The school is working with connecting students to clubs of interest and to commit long-term to clubs/organizations like student council. The counselors have put a lot of effort into the National Honor Society and PeaceKeepers, which right now serve as anchor groups providing service to the school, staff, and students. This needs to be expanded, so students contribute to decision making in the school. The school does currently have a MIKVA student voice group, but this needs to expand.

## Guide for Student Voice, Engagement, & Civic Life

### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**

- In high school, students are enrolled in Civics courses.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning 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

School is very safe. There are rarely any discipline incidents. Hallways are always clear. Procedures and processes for maintaining safety and order are clear. Based on the School Climate Survey and the Supportive School application process, the school was recommended for a "Distinguished" review. The MVMS survey reports that 70-80 percent of students report feeling safe in the school, but these numbers drop in the neighborhood. The school had only 2 reports this year of incidents occurring outside of the school, regarding students who attended the school, but the neighborhood has seen gang activity in the neighborhoods. Improvements in school safety have been recognized by District 8, and the school has been asked to consult with other schools on safety measures and procedures.

### 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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

**Restorative Approaches to Discipline:**

Score  
1 2 3 4

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

Restorative justice practices are practiced throughout the school with almost every staff member having received training. Students are active participants and leaders. The school received the Established supportive schools designation. The school has been noted for it's proactive stance in dealing with discipline matters for students. This year, for ISS, the school showing a 10% reduction year-to- date, and substantially beating its OSS target, on track for a 34% reduction.

**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.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - 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 continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

**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
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

### Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

Outreach for parents overall is strong, with multiple forms of communication going to parents. The school is frequented by parents daily who come to talk to counselors and teachers about student progress. The school also has multiple partners who host regular parent meetings and trainings at the school. The school has established a traditional Back to School event that is well supported by the school and community. The teachers also design participation/support opportunities for parents at each grade level. Parent engagement has led the school as one of the strongest components on the My School, My Voice Survey (strong for the past 3 years). Even though Report Card pick up participation has declined, the school has between 20-30 parent visitors a day, and parents regularly are in contact with counseling, discipline, and teachers.

### Guide for Parent Partnership

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

### Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Measures
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$

4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

Goals

Required metrics (Highschool)

2 of 13 complete

2014-2015 Actual 2015-2016 Actual 2016-2017 Goal 2017-2018 Goal

My Voice, My School 5 Essentials Survey

(Blank) (Blank) (Blank) (Blank) (Blank)

National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

(Blank) 29.00 (Blank) (Blank) (Blank)

African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

(Blank) 23.00 (Blank) (Blank) (Blank)

Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

(Blank) 29.00 (Blank) (Blank) (Blank)

English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

(Blank) (Blank) (Blank) (Blank) (Blank)

Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

(Blank) 18.00 (Blank) (Blank) (Blank)

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

(Blank) 13.00 (Blank) (Blank) (Blank)

Freshmen On-Track Rate

The focus of this goal will be to ensure that at least 70% of the on-track students have a g.p.a. of 2.25/2.5 or higher. This goes with our goal of increasing College Persistence and improving academic achievement. 89.70 89.40 90.00 90.00

4-Year Cohort Graduation Rate

We appealed to the district on our graduation rate this year, but we were denied because of coding. We expect our graduation rate to return to the high 80s in line with our on-track performance for the last three years. 86.90 59.60 85.00 88.00

1-Year Dropout Rate

(Blank) 0.50 3.40 2.00 2.00

College Enrollment Rate

(Blank)	48.50	40.90	45.00	60.00
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**College Persistence Rate**

(Blank)	62.10	68.60	70.00	75.00
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**Average Daily Attendance Rate**

(Blank)	87.70	88.80	90.00	91.00
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Custom metrics

6 of 7 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Teacher Performance (Assessment in Planning)				
80% teachers will demonstrate "Proficient" on REACH Domain 1, Component E	(Blank)	62.90	75.00	85.00
Teacher Performance (Formative Assessment)				
80% teachers will demonstrate "Proficient" at least twice during informal walkthroughs using the descriptions from REACH, Domain 3, Component D (Using Assessment in Instruction).	(Blank)	(Blank)	70.00	80.00
G.P.A. Growth (Student Movement)				
30% of the sophomore and junior classes will move up at least one g.p.a. band	(Blank)	(Blank)	30.00	30.00
9th G.P.A. (Student Movement)				
75% of freshman will have a G.P.A. above 2.0 by the end of the 2017 school year. (will set goal for 2018 based on 2017 results - targeting higher band)	(Blank)	(Blank)	75.00	(Blank)
EL Support				
School will receive "Established" rating on EL Framework.	(Blank)	(Blank)	(Blank)	(Blank)
Student Growth on PSAT/SAT				
75% students will demonstrate growth from BOY PSAT/SAT to EOY PSAT/SAT.	(Blank)	(Blank)	(Blank)	(Blank)
(Blank)				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Implement short cycle and interim data driven	the teachers will recognize the impact of	higher quality instruction (REACH), higher
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cycles

lessons, identify student needs, and be able to group students (where students and staff need support)

quality feedback (REACH Domain 3, Component D), and student engagement (attendance and C's or higher).

Tags:

English Learners, Specialized Academic Programs - IB, Academic gain, Balanced grading and assessment

Area(s) of focus:

1, 3, 2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Set a calendar of interim dates for PSAT/SAT exams (BOY, interims, EOY)	ILT and Administration	May 9, 2016 to May 13, 2016	Calendar	Not started
Create training and professional development for targeted groups of teachers based on 2015-16 classroom and REACH data	ILT and Administration	Jun 27, 2016 to Jul 8, 2016	Professional development materials and tools for use	Not started
Implement pre-tests/post-tests for units and set baseline for student growth; set teacher goals per/classroom and/or groups of students, whichever is more appropriate	Individual teachers/course team	Oct 4, 2016 to Oct 18, 2016	Individual teacher goal setting sheets	Not started
Implement 5 week/quarter cycles to monitor teacher/counselor goals and provide coaching to teachers/counselors on strategies and data thinking	Administration	Oct 18, 2016 to Jun 20, 2017	Google Classroom - ratings and comments on DDI Analyses	Not started
Write interim assessments for implementation and upload to CIM for analysis	Administration/Leads	Jun 20, 2016 to Aug 19, 2016	Interim exams	Not started
Teachers will receive training on PARCC assessment design, scoring, and callibration	Administration	Aug 29, 2016 to Nov 4, 2016	Callibration results; class evaluations; Google Classroom artifacts: teacher developed assessment, callibration card with scoring, student work samples	Not started
Teachers will complete training with Bobb Darnell about using templates, graphic organizers, and scaffolding strategies	Principal	May 23, 2016 to Jun 17, 2016	PD Sign-Ins; Walkthrough data	On-Track
Per grade level select common templates and scaffolds that align to Common Core/IB Scope and sequence	Grade Level Leads	Aug 29, 2016 to Oct 7, 2016	Scope and sequence with identified templates	Not started

If we do...

...then we see...

...which leads to...

Integrate our counseling plan with our academic planning and culture/climate team

we are more responsive to students' academic and socio-emotional needs in a variety of formats (both proactive, supportive, and intervention).

students' having a greater commitment to learning and focus on being successful (higher g.p.a.'s and higher academic achievement).

Tags:

Area(s) of focus:  
1, 3, 5

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Revise student service support flow charts	Administration, ILT, and Culture/Climate	select	Revised Flow Charts	Not started
Create ASCA Plan with detailed calendar that includes data collection and monitoring dates	Administration and Counseling	Jun 1, 2016 to Aug 31, 2016	Completed ASCA plan that meets expectations according to district rubric; schoolwide counselor	On-Track
Identify specific data sources, data routines and communication for all stakeholders	Administration and Counseling	Jun 1, 2016 to Aug 31, 2016	Data calendar and data tools	Not started
Weekly student support meetings to identify students; weekly support meetings to monitor students	Administration/Counseling/Level Leads	Oct 4, 2016 to Jun 20, 2017	Weekly Counseling/Grades, student tracking	Not started
Revise instructional learning plan template aligned to the IB Learner Profile and Approachers to Learning and 4 year expectations with clear benchmarks for students	Administration/Counseling	Jun 1, 2016 to Jun 21, 2016	Published learning plan	Behind
Align scheduling for ELL students so that they receive maximum support from classes and teachers	Principal, ELL Coordinator, and Scheduler	select	Master schedule	Not started
Actively recruit ESL and Bilingual endorsed teachers	Administration, ELL Coordinator	May 16, 2016 to Aug 19, 2016	HR Report	Not started
Re-establish BAC committee to work with ELL Coordinator	ELL Coordinator	Aug 29, 2016 to Sep 30, 2016	Sign in, recruitment materials	Not started
Provide professional development about supporting ELL students with templates/scaffolds at least once a month to teachers (whole group and small)	ELL Coordinator	Aug 29, 2016 to Jun 20, 2017	Sign ins and agenda, walkthrough data, student work samples	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Set a calendar of interim dates for PSAT/SAT exams (BOY, interims, EOY) Tags: English Learners, Specialized Academic Programs - IB, Academic gain, Balanced grading and assessment</p>	ILT and Administration	May 9, 2016	May 13, 2016	Not started
<p>✚ Create training and professional development for targeted groups of teachers based on 2015-16 classroom and REACH data Tags: English Learners, Specialized Academic Programs - IB, Academic gain, Balanced grading and assessment</p>	ILT and Administration	Jun 27, 2016	Jul 8, 2016	Not started
<p>✚ Implement pre-tests/post-tests for units and set baseline for student growth; set teacher goals per/classroom and/or groups of students, whichever is more appropriate Tags: English Learners, Specialized Academic Programs - IB, Academic gain, Balanced grading and assessment</p>	Individual teachers/course team	Oct 4, 2016	Oct 18, 2016	Not started
<p>✚ Implement 5 week/quarter cycles to monitor teacher/counselor goals and provide coaching to teachers/counselors on strategies and data thinking Tags: English Learners, Specialized Academic Programs - IB, Academic gain, Balanced grading and assessment</p>	Administration	Oct 18, 2016	Jun 20, 2017	Not started
<p>✚ Write interim assessments for implementation and upload to CIM for analysis Tags: English Learners, Specialized Academic Programs - IB, Academic gain, Balanced grading and assessment</p>	Administration/Leads	Jun 20, 2016	Aug 19, 2016	Not started
<p>✚ Teachers will receive training on PARCC assessment design, scoring, and calibration Tags: English Learners, Specialized Academic Programs - IB, Academic gain, Balanced grading and assessment</p>	Administration	Aug 29, 2016	Nov 4, 2016	Not started
<p>✚ Teachers will complete training with Bobb Darnell about using templates, graphic organizers, and scaffolding strategies Tags: English Learners, Specialized Academic Programs - IB, Academic gain, Balanced grading and assessment</p>	Principal	May 23, 2016	Jun 17, 2016	On-Track
<p>✚ Per grade level select common templates and scaffolds that align to Common Core/IB Scope and sequence Tags: English Learners, Specialized Academic Programs - IB, Academic gain, Balanced grading and assessment</p>	Grade Level Leads	Aug 29, 2016	Oct 7, 2016	Not started
<p>✚ Revise student service support flow charts</p>	Administration, ILT, and Culture/Climate			Not started

District priority and action step	Responsible	Start	End	Status
+ Create ASCA Plan with detailed calendar that includes data collection and monitoring dates	Administration and Counseling	Jun 1, 2016	Aug 31, 2016	On-Track
+ Identify specific data sources, data routines and communication for all stakeholders	Administration and Counseling	Jun 1, 2016	Aug 31, 2016	Not started
+ Weekly student support meetings to identify students; weekly support meetings to monitor students	Administration/Counseling/Culture&Climate, Administration/Counseling/Grade Level Leads	Oct 4, 2016	Jun 20, 2017	Not started
+ Revise instructional learning plan template aligned to the IB Learner Profile and Approachers to Learning and 4 year expectations with clear benchmarks for students	Administration/Counseling	Jun 1, 2016	Jun 21, 2016	Behind
+ Align scheduling for ELL students so that they receive maximum support from classes and teachers	Principal, ELL Coordinator, and Scheduler			Not started
+ Actively recruit ESL and Bilingual endorsed teachers	Administration, ELL Coordinator	May 16, 2016	Aug 19, 2016	Not started
+ Re-establish BAC committee to work with ELL Coordinator	ELL Coordinator	Aug 29, 2016	Sep 30, 2016	Not started
+ Provide professional development about supporting ELL students with templates/scaffolds at least once a month to teachers (whole group and small)	ELL Coordinator	Aug 29, 2016	Jun 20, 2017	Not started

## 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.

### NCLB Program

NCLB Schoolwide Program

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

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

NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

### Parent Involvement Policy

Complete

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

The parents meet twice a year during PAC meetings to review and suggest revisions to the PIPP and the CIWP. During report card pick ups, parents are also given the opportunity to provide feedback and suggestions through surveys. Parent feedback is also collected through other meetings throughout the year - such as the BAC, IB Committee Meetings, and school orientation. The PIPP is made available to parents daily in all of the offices as well as a form to make suggestions.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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 Title I meeting will be held in conjunction with the school Open House on September 21st from 5-7 p.m. The PAC will then host meetings monthly - December 8th, 2016; The PAC Organizational Meeting was held on November 10, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Title I information is available in the main office. The school maintains packets from Open House as well as providing access to the binder of Title I meetings and materials. During the meeting, the standards based grading policy was reviewed along with the rubrics that can be used. All parents have access to the school's literacy scope and sequence and the rubrics used to grade the students. An orientation on how to understand their student's performance has also been shared. The school also reviewed how g.p.a.'s are calculated and explained to parents how to track grade points for their students. A copy of the assessment policy is available online and the parents may schedule meetings with the counselor or an administrator to understand their student performance.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

An administrator or school representative attend all council meetings for the school. The agendas include an item for updates on the school and principal actions. All recommendations are kept in the minutes, listed as new/old business until there is a satisfactory resolution.

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 the school receives the state reports, they are given out a report card pick up or mailed to the parent with a copy of the report card.

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.

CPS Human Resources manages this and sends out the appropriate letters.

Schools will assist parents of participating NCLB 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.

During orientation, an academic overview is shared, going over the state standards and the IB guides and expectations. The standards based grading policy was reviewed along with the rubrics that can be used. All parents have access to the school's literacy scope and sequence and the rubrics used to grade the students. An orientation on how to understand their student's performance has also been shared. The school also reviewed how g.p.a.'s are calculated and explained to parents how to track grade points for their students. A copy of the assessment policy is available online and the parents may schedule meetings with the counselor or an administrator to understand their student performance. 9th, 10th grade, and DP students also receive IB report cards outlining the specific skills their students have acquired and the next skills needed to move up a level.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The school provides educational sessions for parents through the PAC meetings as well as offering the services of the media center to parents. In the media center, they can receive support from students and the digital learning coordinator in learning how to use the Google Suite and other apps for learning. The grade level teams also sponsor a parent night with an overview of academic information and strategies that parents can use to support their students.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

The school will provide professional developments to teachers on how to make an effective phone call, creating communication strategies, and connecting with parents. These sessions will be part of weekly and quarterly professional development sessions. Teachers will be assigned based on their parent communication evidence to improve communications. The school

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 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 programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All parent communications are sent in multiple formats: flyers, quarterly newsletters, all calls, social media notices, the school marquee and t.v. screens, as well as one to one calling - all communications are in English and Spanish. Parents receive a minimum of 7 days notice, and then they continue to receive information up until the date of the events.

#### Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement 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

#### 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.)

Our mission is to attract and support engaged learners to develop the IB Learner Profile by creating an academic culture of growth, success, and respect. Our program encourages students to become active, compassionate and lifelong learners who understand that other people with their differences can also be right.

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

Parent teacher conferences will be held on November 10, 2016 and April 20, 2017. Parent conferences will allow parents to meet with teachers, complete activities with their students (i.e. Kahoot, Green Screen, etc.), and to access additional health and education resources for their students.

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

In addition to the progress reports, parents will have access to students' grades on Parent Portal. The grades are updated at least every two weeks. Parents also are encouraged to sign up on Google Classroom where they also have access to see their students' scores and actual student work.

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

All staff member have freed periods where they can meet with parents. Parents must make a request 24 hours in advance, or upon administrative request, conference with teachers.

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

Parents may observe classrooms with 24 hour notice; each grade level creates assignments that integrate families at least once a quarter; parents may complete volunteer packets to chaperone field trips, serve as speakers, or assist with school events.

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

Parent Commitment:

- I will ensure that my student uses his/her Chromebook at home to complete homework assignments and academic enrichment activities every day.
- I will reach out to my students' teachers if my student's grades fall below a C (I will be notified by my Parent Portal triggers)
- I will ensure that my student arrives at school no later than 8:25 a.m. and misses no more than 5 days of school per school year.
- I will encourage my student to regularly read at least 3-5 hours per week outside of school assignments.
- I will attend at least one school event per semester to support my student's development of the IB Learner Profile.

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

- I will work with my child to develop a plan for his/her life after high school, and we will monitor it together at every grading period.
- I will reach out to my students' teachers if my student's grades fall below a C (I will be notified by my Parent Portal triggers)

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

Students will follow the Bengal Way - Prepared (having all school materials), Punctual (on time), Professional (behaving as if they are a work), and Persevering (facing and overcoming challenges)

**Parent Budget**

Complete

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

PAC will sponsor monthly meetings focused on College Selectivity, Socio-Emotional Supports/Restorative Practices, and the International Baccalaureate.

- December - IB Learner Profiles (Discover Who You and Your Child Can Be)
- January - College Selectivity - G.P.A.s and SAT
- February - Calming the Teen - Restorative Strategies for Parenting
- March - Creating a Quarterly Plan for Success (Supporting your Whole Teen)
- April - Select, Apply, Release (Preparing for Post-Secondary Success)
- May - Templates for Success/Summer Planning

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 653 .00
53405	<b>Supplies</b> 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.	\$ 500 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1000 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 1500 .00

54205	<b>Travel</b>	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
54565	<b>Reimbursements</b>	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 600	.00
53510	<b>Postage</b>	Must be used for parent involvement programs only.	\$ Amount	.00
53306	<b>Software</b>	Must be educational and for parent use only.	\$ Amount	.00
55005	<b>Furniture and Equipment</b>	Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ Amount	.00