

Marie Sklodowska Curie Metropolitan High School (/school-plans/520) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/06/2016	Allison Tingwall, Homero Penueles, Claudia Morales, Laura Kaufmann, Sara Spachman, Theresa Hodgetts, Fanny Clonch	SEF Completion: Leadership & Collective Responsibility, Instructional Leadership Team, Professional Learning, Aligned Resources, Curriculum, Instructional Materials
02/08/2016	Allison Tingwall, Homero Penueles, Claudia Morales, Laura Kaufmann, Theresa Hodgetts, Fanny Clonch, Kenneth Dobert, Sherry King, Jessica McKinzie	SEF Completion: Rigorous Student Tasks, Transitions, College and Career Access and Persistence, Instruction, Balanced Assessment and Grading, MTSS
02/11/2016	Allison Tingwall, Homero Penueles, Claudia Morales, Laura Kaufmann, Fanny Clonch, Jessica McKinzie, Marco Rico	SEF Completion: Culture for Learning, Relational Trust, Student Voice, Engagement and Civic Life, Safety and Order, Restorative Approaches to Discipline, Parent Partnership
02/24/2016	Allison Tingwall, Christina Laino, Homero Penueles, Claudia Morales, Laura Kaufmann, Fanny Clonch, Kenneth Dobert, Theresa Hodgetts	SEF Priority Evaluation and Selection
03/02/2016	Allison Tingwall, Christina Laino, Homero Penueles, Claudia Morales, Laura Kaufmann, Fanny Clonch, Sherry King, Sara Spachman	Development of CIWP staff introduction presentation, discuss professional literature on priorities.
03/10/2016	Allison Tingwall, Christina Laino, Homero Penueles, Claudia Morales, Laura Kaufmann, Theresa Hodgetts, Marcos Rico, Sherry King, Jessica McKinzie	Review of Professional Readings around our chosen priorities.
03/15/2016	Allison Tingwall, Christina Laino, Homero Penueles, Theresa Hodgetts, Sara Spachman	Root Cause Analysis: Culture of Learning
03/21/2016	Allison Tingwall, Christina Laino, Homero Penueles, Claudia Morales, Theresa Hodgetts, Marcos Rico, Kenneth Dobert, Laura Kaufmann	Root Cause Analysis:
03/30/2016	Allison Tingwall, Christina Laino, Homero Penueles, Claudia Morales, Theresa Hodgetts, Sherry King, Fanny Clonch	Root Cause Analysis: Professional Learning, Safety and Order. Ranking Priorities
04/02/2016	Allison Tingwall, Christina Laino, Homero Penueles, Claudia Morales, Sherry King, Fanny Clonch, Sara Spachman	Strategy Development for Root Cause Problems for Priorities
04/04/2016	Allison Tingwall, Christina Laino, Homero Penueles, Claudia Morales, Fanny Clonch, Marcos Rico	Milestone Development
04/04/2016	Allison Tingwall, Christina Laino, Homero Penueles, Fanny Clonch, Therese Hodgetts, Sara Spachman, Marcos Rico, Sherry King	Milestone Development
04/02/2016	Allison Tingwall, Homero Penueles, Claudia Morales, BAC Parents	Discussed Parent goals and needs which need to be addressed in current CIWP cycle
05/26/2016	Homero Penueles, Claudia Morales, Sherry King, Marcos Rico	Worked on implementing Network CIWP recommendations

School Excellence Framework

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.

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Context: While the school has experienced significant leadership transition in administration and in teams and is growing into new structures, collective responsibility exists within departments and within school teams (e.g. MTSS) and is evident through regular meeting agendas. Through this period of change communication protocols will be essential in the teams gaining the broader trust of staff. Administration models the vision for a student-centered school with strong adult-student relationships, evident through morning entry procedures, admin support of students. Explicitly building school-wide teacher buy-in to the importance of these student-adult relationships is an area of growth. Vision statements were created by admin and teacher leaders/coordinators in support of the school mission statement this year and staff have been invited to work with them twice this year.

Evidence: Teams (e.g. Civic Engagement, MTSS, Service Learning) are staff-led (designated CTLs) and are empowered to share their work with others. The Civic Engagement Team is leading a school-wide PD initiative linking democratic schools to our school mission and vision. All teachers are participating in professional learning, designed by the ILT and covering the school-wide Powerful Practice, every Tuesday as evidenced in agendas.

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

Instructional Leadership Team:

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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ILT work and meetings are focused on impacting school-wide change and having a shared language and vision to talk about rigor and complexity in the classroom. (Evidenced in powerful practice and agendas.) The team has conducted an initial learning walk, a baseline walkthrough for the Powerful Practice, and will engage CTLs in future walks. (Evidenced in data collection.)

The ILT work is tightly aligned with work of N8TLs. (Evidenced in PD agendas). Teachers know ILT exists, the team composition & responsibilities are clearly defined, and they meet weekly. Agendas and work are principal-led. ILT does not have a clear communication protocol, and staff beyond CTLs are not yet aware. Work on team is strong internally, but weak in external influence and transparency. (Evidence in lack of presence on course team agendas). The long-term calendar of project management addresses this weakness.

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	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction 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.

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The school's PD Plan, a historical area of weakness, still needs to grow. Professional development is limited to School Improvement days for most teachers, conference attendance for outside professional development for teachers is supported by administration. During School Improvement Days - N8TLs have been a consistent learning thread, having presented both days.

Structured time for course teams exists and expectation is maintained that meetings take place twice weekly. Structure of course teams sometimes isolates course team teachers from other teachers in department. Time allowed for more inter-departmental discussion would strengthen professional learning communities and the vertical alignment of skills across grade levels would strengthen student skill development. (no evidence for this) Purpose of meetings occasionally defaults to task-oriented since the understood purpose is the expectations from administration of common unit completion.

REACH conferences - are happening with 100% of teachers; teachers feel feedback is deficit-oriented, "dog and pony show," teacher buy-in to REACH as a coaching tool is still lacking due to some of the feedback provided by part of the administration team. Informal visits & feedback from administration could happen more often.

No explicit school-level structure for new teachers exists. Mentoring would be great growth structure, driver for school culture & climate.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

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

Score

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schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Curie is well on its way to aligning its resources to its highest priority areas. Hiring for multiple positions across the school. Teachers are invited to and provide feedback on staffing decisions from administration (APs) to teachers. There is consistent participation and visibility of: Gads Hill, GEAR Up, Loyola TNT, BPNC. Relationships with these partners is being leveraged and integrated beyond their unique purposes. Resources of teacher time and collaboration are aligned with both the vision and mission of the school (e.g. post-secondary workshops, principal-directed time, NABE conference, building open longer hours for staff, students, and community).

Areas of growth include the lack of school time in the schedule to develop SEL skills, post-secondary prep, and mentoring relationships. These deficiencies could be addressed with advisory. Development of a new bell schedule for next year to accommodate this deficiency needs to be organized. Input and decision-making for this process needs to be solicited broadly and intentionally transparent

Ordering & arrival of purchases (books, paper) are not streamlined. Arrival of sources to school need to be better communicated as to improve the speed of delivery to ordering party.

Although Grants are written by individual teachers a process to bring more opportunities and resources to the school is not conducted by teams or departments as a whole.

Class/Teacher allocation for bilingual program are limited and force second-choice decisions.
Equitable access to college prep curriculum - e.g. Not all students have opportunity for 4-years of world language.

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
	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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The beginning of a structure to ensure that the school's curriculum is aligned to standards and that opportunities for all students to meet those standards is in place. UbD is evident in school-wide PD. Horizontal alignment is evident in course team meetings and course artifacts.

Places where the curriculum structure at the school can be strengthened are as follows: Artifacts for vertical alignment exists, but are not living in all departments. Elective courses across some departments are not strongly tied into vertical alignment of skills. Differentiation for all students needs to be improved as there is evidence of more opportunities being present for higher-level students than lower-level; diverse learners scored in 9th percentile on ACT last year. There does not exist a school-wide language/framework for literacy skills and framework for SEL.

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Score

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

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Traditional instructional materials such as textbook are mostly aligned to common core standards. With most departments having materials less than 10 years old. English has moved away from textbooks completely and is novel/literature-based, History books are 1-3 years old, World language has books over 5 years old and Bilingual uses its own budget to ensure that all materials are less than 10 years old as mandated by the program. Of all the core departments only Math has materials over a decade old.

Access to modern instructional resources such as technology is variable. Departments have 1 lab each, but classes are housed there. Media Center has 5 iPad/Laptop carts; PPLC has discussed lack of equity (agenda) regarding access to iPad carts. Upgrading of technology (presentational, daily tools like calculators, as well as resources like computers and software) is sporadic or not really happening in a timeframe that is useful to instructional demands

No PD on how technology can drive student learning has been offered historically on a consistent basis and staff. Support for effective implementation of the technology and its full capacity to enrich the curriculum and help in skill development is lacking.

Instructional materials across the school are used to make real life connections, examples of this are: CTE classroom materials, civic engagement units, service learning projects, math using online materials to support project-based lessons

Guide for Instructional Materials

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

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- Equitably available and accessible to all teachers and students.
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
 - Students interact with instructional materials to engage all modalities in the learning process.

- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School 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

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The structure to create, examine rigorous students task is present through the course team meeting structure as it would allow for collaborative examination of student work. Inconsistency across departments in terms of using time for this purpose exist. (Math & English have this year, social studies and diverse learners have not.) All departments could use stronger protocols to strengthen impact of LASW time.

Materials used in social studies and English have been shifted in alignment with CC shifts (DBQs, literature). Materials do include fiction and nonfiction texts.

During the ILT's December Learning Walk, the ILT observed 68 low-level questions and 23 high-level questions. They also observed that students were challenged by their tasks in 10 of 17 classrooms (58.8%). The ILT is planning to roll out DoK powerful practice to the school next month. Social Studies has began implementation of DoK and assignment study in course teams to help in bettering its use.

All unit plans do reflect CCSSs. Math is intentionally integrating more performance tasks in the curriculum this year. Math is implementing "showcase" problems that require students to synthesize concepts. US History is creating internal performance tasks and including 2 per unit, one formative, one summative. The team is prepping to share with whole social studies department. Social Studies has also began implementing DoK and Assignment Studies to ensure all assignments are linked to enduring understanding, essential questions, ccss skills in unit plan and DoK higher levels of questioning are being used. They will use these tasks to engage in LASW discussions. Common units and assessments in English. Teachers do not have a clear data set or protocol to match text complexity with student abilities. ESL program uses ACCESS data to choose texts in ESL classes. Literary resources: Diverse Learners uses ELANews. CTE uses ThinkCerca.

An area of growth is the EPAS Growth Percentiles: 42% for all students; 15% for African American students; 42% for Hispanic students; 9% for Diverse Learners. Attainment: 27% - all students

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	✓ Cross-section of student work from a variety of content areas
	✓ Observation of student learning (e.g. learning walks/walkthroughs)
	✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction
	2b. Establishing a Culture for Learning
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

The school has created strong structures to build on its vision of all students leaving secondary school with a clear path for their initial secondary destination. The SQRP data from the 2015 year list last year's graduation rate at 71.3%, 57.5% of students obtaining 57.5% early college and credentials with 61% of its graduates enrolling in college and of those 75.6% persisted beyond their freshmen year. tials: 57.5%.

Data shows that the school prepares students for postsecondary opportunities by offering AP Classes in Human Geo, US History, Psychology, Calculus, Environmental Science, Biology, Chemistry, Spanish Literature, Spanish Language, IB Classes in 20th Century History, Mathematics, Math Studies, Physics, Biology, English, French and Spanish. The school also offers 11 CTE programs, including co-op experiences and a transitional Diverse Learners program. 105 students are signed up for post-secondary services through State. We place about 7 students a year in 18-21 yr programs. 43 students in Algebra and 18 in English have received Dual Credit through the Dual Credit classes offered at the school. To further prepare them for postsecondary life every student receives Consumer Education the includes the Magnetar financial literacy program as well as offering weekly ACT Prep classes for juniors in order to help students achieve higher scores in the college entrance exam.

Through our partnership with Gear Up, Trio and others the school this year has taken 100% of seniors on a college campus visit and 60% + of Juniors. To build on the exposure to postsecondary opportunities the school has hosted a fall College Fair for seniors and will host a spring fair for juniors. Frequent parent FAFSA workshops are being offered during evenings & weekends in order to help students fund their college opportunities. Current college prep numbers show that 96% of seniors have completed 3 or more apps with over 46% having completed FAFSA.

In order to increase college opportunities for all, there is explicit attention to DREAMERS through staff relationships with those students in order to help navigate the college process. Although present these structures can continue to grow and strengthened to serve our community which is over 80% Hispanic.

Beyond seniors and juniors the school has put an emphasize on beginning the college preparation program early in the students' high school experience. Freshmen students are exposed to college prep workshops, like transcript reading, GPAs. A new F.O.T. has been formed to explicitly focused on freshmen success and on-track for graduation. Freshmen orientation was a 2-day program in August 2015.

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 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.

- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

During the ILT's December Learning Walk, the ILT observed 68 low-level questions and 23 high-level questions. They also observed that students were challenged by their tasks in 10 of 17 classrooms (58.8%).

ILT Learning Walks showed 89% of students were initially engaged in given tasks and 80% persisted in engagement throughout the class. The ILT is engaged in team learning around Webb's DoK to measure cognitive demand of tasks and will be rolling out learning to all teachers this month.

Within the departments a number of instructional activities take place such: Science uses Writing Heuristic to look at students' writing using evidence in science experiments. Students given an opportunity to compare their data to their classmates and professional sources; groups students based on learning style preferences. English and Social Studies teachers commonly engage students in socratic seminars, think, pair, share, jigsaw to promote student discussions and debates. All English teachers use MELCON for writing development. Math, CTE, English and Social Studies use think, pair, share and flexible grouping based on formative assessments. Communication between teacher and students takes place through Edmodo, Wikis and Google Classroom. Students can obtain homework assignments and ask teachers and other students questions through all three of these platforms.

The school offers instructional programs in Spanish for bilingual students in science, math, English, social studies. We also offer sheltered classes in all core subjects. Teacher use WIDA standards for Units. Curie provides three instructional settings for diverse learners and students are continuously evaluated to ensure they are in the appropriate LRE. Differentiation for students is evident in that math creates multiple versions of tasks, as does ESL; English intentionally considers a variety of media to support students in accessing complex texts; science uses virtual labs, videos, simulations, other media.

There are scheduled opportunities for parents to receive information related to instruction and curriculum - IB Parent Night, general parent nights - broken into program overviews, Saturday Open House.

Through the 5 Essentials Survey 86% of students agree or strongly agree teachers work hard to ensure all students learn and 71% of students agree or strongly agree the class challenges them. Overall student responses were "Neutral" on Academic Press.

Areas of growth include: REACH trends - school-wide interest in increasing student talk/discussion on-topic; more student choice, design, input (not strong evidence of this already happening). Course team meetings provide structure for monitoring assessments, but implementation is inconsistent across departments. Agendas as evidence. Teachers would like to see more in-classroom instructional supports for Tier 2 & 3 students. No evidence of PD for that this year/recent years. There is not evidence of school-wide literacy practices in instruction.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**

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

Evidence, Measures, and Standards

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

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

1 **2** 3 4

The MTSS structure in the school is being revised during the new administration's tenure. The structure for the SEL portion of the system has a stronger foundation and is further ahead of the academic portion.

Current attendance at the school is just below 90% (~89.7).

Tier 1 - Diverse Learners dept regular reviews grade data to assess their success in their LREs.

Student Logger allows for data tracking and monitoring for all students. Progress reports go home in cycles, tutoring announced to all. F.O.T. teams works with freshmen who come with PLPs. All PLP students are paired with a mentor if they are unsuccessful with Tier 1 supports. They garner input from a range of staff on students' strengths and weaknesses. Half Cap Team exists and is focused on sophomore on-track.

Tier 2 - Instruction

After-school tutoring is provided and targeted off-track 9th and 10th graders are encouraged to attend

TNT Saturday tutoring on weekly basis

Students are placed into RLA based on incoming reading scores

Tier 3 Instruction

Bilingual students have conferences with coordinator to monitor academic success

IB programs has structure to conference with teachers and parents when students struggle

Teachers regularly engage parents when they struggle academically

Tier 2/3 - SEL

Project Visible Man - male support group

Female support group

Pop-up workshops on specific topics with rosters by teacher recommendations

Peace Circles

Attendance Contracts

Check-In, Check-Out

Attendance Updates on individual students

Attendance Office staff working with individual families

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
CPS Framework for Teaching	Collaborative Teachers
	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
B3. MTSS Implemented Effectively in School	

Balanced Assessment & Grading:

Score

1 2 3 4

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.

Evidence of a balanced assessment system is evident but not fully developed. Teachers in most departments use BOY REACH tasks as formative assessment and spiral back to them throughout the year. Science and math use data analysis of final exams to review Semester success. Unit Plan format includes "Assessment" section where teachers align assessment plan to unit standards and skills. All departments have evidence of common summative assessments, whether they are common unit exams, quizzes, or quarter exams. Course teams do look at grade data throughout the semester and have beginner-level discussions on assessment literacy. Lack of evidence of protocols. Consistency and fairness in vertical alignment is area to explore.

Grading systems are consistent across course teams with consistent categories and category weights. However, less consistency with what happens within those categories. Not yet evidence of clear separation of progress monitoring between learning and behavior.

Summative assessments are modified for diverse learners. Diverse learners are assessed every three years to determine the students' needed accommodations. Most teachers are familiar with students' IEPs and recommended accommodations. Teachers are provided EL rosters in order to support teachers in creating balanced assessments for ELs, although evidence of this is not fully evident.

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	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

Overall the development and implementation of Culture for Learning is characterized by a belief and importance of learning and hard work. The school has continued to use the Condor Creed - B.E.S.T. to enforce the learning of that goal. A College-going culture is further reinforced through application and FAFSA workshops, college fairs (2x/year), college trips, assemblies, freshmen on-track program and half-cap program, ACT prep classes on Saturday. Over 50% of the school's students are enrolled in the college prep academic programs - IB, CTE, AVID. Beyond the classroom several extracurricular academic for ambitious students, like academic decathlon, science fair, etc.

Administrative review of unit plans confirms that essential questions, big ideas, and standards are developmentally appropriate. REACH observation indicate connecting the learning and engaging students in the purpose is an area of growth. Through the 5 Essentials survey students responses show that classes are more than task completion activities. The survey responses are as follows:

"I really learn a lot in this class" - 79% agree or strongly agree

"This class requires me to work hard" - 81% most of the time or all of the time

"The teacher wants us to become better thinkers" - 91% agree or strongly agree

An area of growth for the school Would like to build more evidence for students taking ownership/initiative. Formative feedback could be improved.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none">✓ Sample of individual student learning goals from a cross-section of teachers✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none">✓ Five Essentials – Ambitious Instruction✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none">Ambitious InstructionCollaborative TeachersSupportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
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

Relational trust between Student-Teacher was reported at 59% in the 2015, 5 Essentials report for Curie High School. That report was broken down as:

Students also reported "I feel safe and comfortable with teachers in the school" - 86% agree or strongly agree

"My teachers treat me with respect" - 86% agree or strongly agree

"My teachers always listen to student ideas" - 76% agree or strongly agree

"Teachers always keep their promises" - 61% agree or strongly agree

Over 40 teachers participate in Hall Sweeps and have positive interactions with students.

Although beginning of the year PD included restorative conversations and year-long PD has included racial, economic, and gender diversity, there is still a continued need to ensure that all of the school's staff understands and integrates learning opportunities that come from the school's communities.

Curie has continued to build Parent-Teacher trust through its first ever formation of a BAC and continued Family Night activities. This school year a Family Night occurred in fall and another one is in the process of being planned for the spring.

Teacher-teacher trust is in development as most staff interactions are departmentalized. There is a desire to build teacher mentoring program (does not currently exist) as well as a desire to have more interaction between the school's departments and programs.

Admin-Teacher Trust is still developing. Due to the change in administration the previous data is not applicable. Administration plans to build teacher buy-in through teams this year.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Extracurricular activities are plentiful and driven by student-interest (e.g. K-Pop club, Lego Club, Fitness Club). There is a need to develop data collection to measure and disaggregate extent of participation and possible areas for expansion for students who have not found a place at the school. The school have many service-oriented opportunities to give students choice in their hours: Key Club, BuildOn, Cultural Kitchen, Senior Citizen Prom. The school has a strong Service Learning team that is working to integrate more curricular opportunities for projects. Students are able to voice their concerns and learn about civil society and the roles of government through the Student Voice Committee and Mikva participation. This initiative is being further driven by the drive to make Curie an integral part of the Democracy Schools initiative.

Areas of growth in this section are evident in that AP enrollment has struggled and a need to build stronger system for programming is needed where students are motivated to take challenging classes. Student choice in academic curriculum is an area of growth, especially when it comes to incorporating topics into the school curriculum which values and is relevant to their community.

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"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 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

Systems school-wide were developed late in the year which has impacted the use and implementation of common language for behavior responses and continued the inconsistent use of systems for classroom management. There was no PD system for classroom management this year. There is now a clear expectation for all students in the right place at the right time and systems to support.

Restorative practices and PD need to be continued to be implemented in the school. While some members of the staff and security team have restorative training most do not.

Parent concerns and questions reflect this as a high-priority area.

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	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 2 3 4

The structures to create and implement policies which emphasize proactive, instructive and restorative approaches are in place but not fully developed or carried out. The school needs to develop more support for staff who struggle with routine, structures in classroom. There is no explicit structure for SEL, teachers choose to integrate it with various degrees of success. Deans, admin, some MTSS members, and some security have been trained in restorative practices but full training for all members is needed. School deans, Gads Hill, and MTSS members run peace circles daily in order to resolve and/or avoid small problems from becoming larger. Other proactive efforts in the school are Hallway Heroes and Restorative Conversations PD

ISS has SEL lesson structure but there is need for a system to share back restorative student work to teachers as well as a system for supporting classwork in ISS.

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	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

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.

Score

1 **2** 3 4

The school has a functioning PAC, BAC, LSC but participation in all three groups can be increased to involve more parents. The PAC sponsors psychologist workshops on topics relevant to raising teenagers, nutrition workshops, parents classes (technology, ESL, Rosetta Stone Spanish). PAC is sending two parents to NABE.

Parent participation for Progress Report Pick-Up was 70%. The school has had Open Houses - for current student and incoming students. This participation and the intentional registration of parents to Gradebook during these events has led the school to have highest parent participation on parent portal of N8 high school.

Curie continues to reach out to parents through its family nights such as IB Parent Potluck, BAC Noche Familiar. Other family fun nights such as Winterfest planning, is in the planning stages. Whenever needed the school has translators in every IEP meeting and the school also has systems (need support) for translating at RCPU.

School has had FAFSA workshops for senior parents as well as having our partner Gear Up supports 11th & 12th parents with workshops and college visits. In order to curtail attendance issues the Attendance Team visits ~ 10 houses every Wednesday afternoon and Attendance coordinator, deans, Gads Hill meet daily with parents of Tier 3 students.

Areas of growth includes Regular parent communication (newsletter).

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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Five Essentials	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
CPS Framework for Teaching	Involved Families
CPS Performance Standards for School Leaders	2c. Managing Classroom Procedures 4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
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 Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Safety & Order	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: Leadership & Collective Responsibility	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 depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset

Goals

Required metrics (Highschool)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
Given full leadership transition, expect to see dip from 2015-16 results.	(Blank)	(Blank)	(Blank)	(Blank)

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

Hard to set given invalid data from previous year and no ACT in coming years.	18.00	(Blank)	42.00	55.00
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African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Hard to set given invalid data from previous year and no ACT in coming years.	7.00	(Blank)	20.00	25.00
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Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Hard to set given invalid data from previous year and no ACT in coming years.	18.00	(Blank)	42.00	55.00
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English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

This subgroup is not large enough to disaggregate	(Blank)	(Blank)	30.00	30.00
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Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Hard to set given invalid data from previous year and no ACT in coming years.	23.00	(Blank)	15.00	25.00
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National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

Hard to set given invalid data from previous year and no ACT in coming years.	30.00	(Blank)	30.00	40.00
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Freshmen On-Track Rate

We ended first semester at 83% and are closely tracking grade data.	72.50	69.10	75.00	82.00
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4-Year Cohort Graduation Rate

We hope to better target students with credit needs and get them into recovery classes	75.20	71.30	73.00	77.00
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1-Year Dropout Rate

With stronger Freshmen On-Track work and rates, we expect this number to decrease	1.10	2.10	1.90	1.60
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College Enrollment Rate

This year's seniors have higher numbers in applications completed and FAFSA completed. The plan we implemented will allow us to continue to increase the completion application rate by students.	63.90	61.00	65.00	70.00
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College Persistence Rate

We have increased the number of students completing 3 or more applications and increased the number applying to match colleges	79.20	75.60	75.00	78.00
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Average Daily Attendance Rate

Data are clean this year, more accurate.	90.00	89.00	89.00	91.00
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

develop a clear articulation and shared vision of what a Curie learner looks like and integrate its development into our curriculum,

...then we see...

a vision for the school's curriculum design, instruction, assessment practices, and student supports that guide stakeholders in walking and talking the language of student achievement (our vision in action, shared high expectations for learning, stronger academic behavior development),

...which leads to...


improved collaborative efforts around student achievement across multiple measures (FOT, GPA, standardized tests, college acceptance & persistence), most especially grades & GPA.


Tags:

MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Data Use


Area(s) of focus:

1, 5

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

Gather input of traits of effective, engaged Curie students from Curie stakeholders through department meetings and student clubs. Parental input will be gathered from BAC committee.

CIWP Team

Apr 25, 2016 to
May 9, 2016

department, student club and
BAC meeting reports

Not started

Culture for learning

Focus group will be created to consolidate information gathered from the various school stakeholders and create the Curie learner profile

CIWP Team
Curie Staff/Students

May 9, 2016 to
Jun 21, 2016

Profile document with defined set
of characteristics

Not started

Climate and Culture

Establish implementation plan milestones of how the Curie profile will be rolled out and reinforced as a school-wide initiative.

CIWP Team

Jun 22, 2016 to
Aug 21, 2016

Scope and Sequence of Curie
learner profile implementation,
Quarter 1 plan

Not started

Teacher Teams/Collaboration

Share and explain profile with students and parents at registration & orientation

Orientation Team
(Dr. Oladipo)

Aug 22, 2016 to
Sep 21, 2016

Agenda from orientation, Flier
with Curie Condor Learner
Expectations

Not started

Behavior and Safety

All-staff roll out of profile of its intended purpose and meaning for Curie as a whole school.

CIWP Team w/ SLT
support

Aug 22, 2016 to
Aug 29, 2016

Agenda from PD, Exit Slips

Not started

Professional Learning

Highlight Curie Learner of the Month

Staff

Sep 2, 2016 to
Jun 22, 2017

Pictures
Wall of fame

Not started

Climate and Culture

Quarterly cross-curricular or departmental reinforcement & alignment

Staff

Sep 2, 2016 to
Jun 22, 2017

Agenda from PD from quarterly
meetings

Not started

Professional Learning, Teacher Teams/Collaboration

Strategy 2

If we do...

develop a clear articulation of a Curie staff member profile to set a vision for the school's professional learning and culture for learning

...then we see...

increased collegial accountability and stakeholders performing with greater consistency in systemic execution of new student support structures and in implementing collective instructional efforts,

...which leads to...


increased collegial trust and collaborative teachers metrics, as measured on MVMS survey.


Tags:

MTSS, Assessment, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Instruction


Area(s) of focus:

2, 1, 3

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

Gather input of traits of effective, engaged Curie students from Curie stakeholders through department meetings and student clubs. Parental input will be gathered from BAC committee.

CIWP Team

Apr 25, 2016 to
May 9, 2016

Meeting reports from departmental, student clubs and BAC meetings

Not started

Climate and Culture

Focus group will be created to consolidate information gathered from the various school stakeholders and create the Curie learner profile

CIWP
Curie Staff/Students

May 9, 2016 to
Jun 2, 2016

Profile document with defined set of characteristics

Not started

Climate and Culture

Establish implementation plan milestones of how the Curie Staff profile will be rolled out and reinforced as a school-wide initiative.

CIWP Summer
Superstars

Jun 22, 2016 to
Aug 22, 2016

Scope and Sequence of Curie learner profile implementation

Not started

All-staff roll out of profile during Staff PD days at beginning of the school year.

CIWP Team w/ SLT
support

Aug 22, 2016 to
Sep 2, 2016

Agenda from PD

Not started

Quarterly cross-curricular or departmental reinforcement & alignment

Staff

Aug 22, 2016 to
Jun 20, 2017

Agenda from PD from quarterly meetings

Not started

Professional Learning

(Blank)

(Blank)

select

(Blank)

Not started

Strategy 3

If we do...

create and monitor a Professional Learning Scope and Sequence [including goals, expectations, avenues/venues (e.g. CT teams,

...then we see...

coherent and successful implementation of our school-wide priorities (more positive, consistent culture for learning; greater relational trust,

...which leads to...

an increase in MVMS Professional Learning survey results and success in other priority metrics.

cross-disciplinary groups, grade-level teams, vertical alignment teams, etc.) learning activities & outcomes],





school-wide engagement in Powerful Practice),

Tags:

Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, ILT

Area(s) of focus:

3, 1

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Recruit and define PL subteam from CIWP & ILT members	CIWP/ILT/SLT	Apr 25, 2016 to May 20, 2016	PL Team Roster	Not started

Teacher Teams/Collaboration

Define year-long learning goals related to school priorities and Curie Learner and Staff profile.	PL Team/SLT	Jun 22, 2016 to Aug 21, 2016	List of goals	Not started
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Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Data Use

Create scope & sequence for PD	PL Team	Jun 22, 2016 to Aug 21, 2016	Calendar	Not started
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Professional Learning

Define time & space (avenue) for PD priorities	PL Team	Jun 22, 2016 to Aug 21, 2016	Calendar	Not started
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Professional Learning

Establish implementation plan for pd priorities and assign responsibilities for PDs	PL Team	Jun 22, 2016 to Aug 21, 2016	Completed Plan	Not started
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Professional Learning, Intervention

Collect baseline data on teachers' understandings of school priorities from Course team exit slips.	PL Team	Sep 6, 2016 to Jun 30, 2017	Course team exit slips	Not started
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Professional Learning, Data Use

Implement PD plan throughout year	All Staff	Aug 22, 2016 to Jun 22, 2017	PD Agendas & Course Team agendas	Not started
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Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration

Progress monitor/collect data on learning after each PD and during implementation of PD topic.	PL Team	Aug 22, 2016 to Jun 20, 2017	PD Exit Slips/Survey/quality of PD	Not started
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Data Use

Strategy 4

If we do...

...then we see...

...which leads to...

thoroughly train all teachers in and use Depths of Knowledge to intentionally design learning activities that build to and offer Level 3 & 4 opportunities for all learners,

higher engagement by students and more rigorous instructional tasks in the classrooms,


higher student attainment (ACT/PARCC/PSAT) and stronger academic press on MVMS


Tags:


Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT


Area(s) of focus:

4, 1, 3

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

LT define and learn about Powerful Practice during weekly ILT meetings

ILT

Jan 4, 2016 to
Feb 29, 2016

ILT Agendas

Completed

Professional Learning

All staff roll out of DoK during department meetings.

ILT

Mar 1, 2016 to
Apr 1, 2016

Dept Agendas

Completed

Professional Learning, Instructional Coaching, Teacher Teams/Collaboration

Gather baseline data for current DoK implementation by having department chairs complete walkthroughs of classes in both their department and others.

ILT

Apr 11, 2016 to
May 2, 2016

Data Presentation to Staff

Walkthrough Data

Student work samples

On-Track

Data Use

Continue professional learning on DoK in course teams for FY16 during Tuesday meetings.

ILT,CTL

Apr 1, 2016 to
Jun 21, 2016

Course team agendas

On-Track

Professional Learning, Instructional Coaching, Teacher Teams/Collaboration

Department chairs and other volunteers/peer observers will complete Year-End Walkthrough and record current level of DoK implementation.

ILT

Jun 6, 2016 to
Jun 10, 2016

Walkthrough Schedule/Agenda

Data Collected

Not started

Use FY16 year-end data to inform PL Scope & sequence for FY17

ILT/PL Team

Jun 21, 2016 to
Aug 21, 2016

Data Collected

Not started

Data Use

ILT will develop and course team leads will roll out and implement year-long Course Team PD on DoK.

ILT / CTLs / All staff

Sep 6, 2016 to
Jun 20, 2017

Course Team/Dept. Agendas

Not started

Assessment, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration

Ongoing data Collection/progress monitoring by ILT and Course Team Leads via continued walkthroughs and collection of student work samples.	ILT & CTLs	Sep 9, 2016 to Jun 20, 2017	Walkthrough Data Teacher surveys Student work samples	Not started
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Data Use

Strategy 5

If we do...

provide training around restorative discipline responses (inside and outside the classroom; SEL training) and have clear, transparent policies and reliable protocols around safety and behavior,

...then we see...

caring student-staff interactions and conversations and positive behaviors in classrooms, hallways, and offices,

...which leads to...

a decrease in behavioral infractions and in increase in safety metrics on MVMS survey.

Tags:

MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use

Area(s) of focus:

5, 1

Action step	Responsible	Timeframe	Evidence for status	Status
Identify priority protocols needed to increase trust and reliability in discipline processes	MTSS Behavior Team	select	Departmental/course team discussion input and feedback	Not started

MTSS, Intervention, Behavior and Safety, Climate and Culture

Review FY16 Intervention Data for effective & ineffective practices for all three tiers of MTSS and plan corrective measures.	MTSS Behavior & Attendance	Apr 25, 2016 to May 11, 2016	End of year MTSS memo w/ data	Not started
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Data Use

Climate walkthrough/School Diagnostic (Engaging Schools) to collect data on school climate and culture as well as safety and order.	SLT & Engaging Schools partner organization	Apr 4, 2016 to Apr 8, 2016	Data collected	On-Track
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Data Use

Back-to-School parent meetings include learning on attendance - academic connection	SLT	Aug 22, 2016 to Aug 29, 2016	PPT	Not started
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Behavior and Safety, Climate and Culture, Family and Community Engagement

Provide model restorative responses to SCC misbehaviors and PD on practice (inside and outside of the classroom)	MTSS Team	Aug 29, 2016 to Sep 2, 2016	PD Agenda	Not started
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Professional Learning, Behavior and Safety

Overview and supporting documents for new protocols developed from staff feedback	MTSS Team	Jun 22, 2016 to Aug 29, 2016	PD Agenda, Teacher Handbook	Not started
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MTSS, Behavior and Safety

Ongoing PD (for all adult stakeholders) on positively-framed & restorative classroom and school management (in PL scope and sequence)	MTSS Team/Featured Staff	Aug 29, 2016 to Jun 20, 2017	Behavior lesson plan	Behind
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MTSS, Professional Learning, Behavior and Safety

Target Tier 3 attendance students (underclassmen) to understand obstacles - collect data on Tier 3 trends	MTSS Attendance Team	May 1, 2016 to May 31, 2016	Data Collected	Not started
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MTSS, Attendance, Intervention, Data Use

Advertise and implement consistent (weekly) attendance incentives	MTSS Attendance Team	Sep 6, 2016 to Jun 20, 2017	Newsletter	Not started
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MTSS, Attendance, Intervention

Regular communication of attendance data to all staff through MTSS Newsletter and weekly email updates.	SLT/MTSS	Apr 8, 2016 to Jun 20, 2017	MTSS Newsletter & Weekly Updates	On-Track
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MTSS, Attendance, Intervention

Create plan to address and implement Tier 1 and Tier 2 MTSS.	MTSS Behavior and Attendance Team, Deans, Counselors, Gads Hill	Jun 21, 2016 to Aug 31, 2016	Completed Plan	Not started
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MTSS, Attendance, Intervention, Behavior and Safety

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Gather input of traits of effective, engaged Curie students from Curie stakeholders through department meetings and student clubs. Parental input will be gathered from BAC committee. Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Data Use, Culture for learning	CIWP Team	Apr 25, 2016	May 9, 2016	Not started
+ Focus group will be created to consolidate information gathered from the various school stakeholders and create the Curie learner profile Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Data Use, Climate and Culture	CIWP Team Curie Staff/Students	May 9, 2016	Jun 21, 2016	Not started

District priority and action step	Responsible	Start	End	Status
+ Establish implementation plan milestones of how the Curie profile will be rolled out and reinforced as a school-wide initiative. Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Data Use, Teacher Teams/Collaboration	CIWP Team	Jun 22, 2016	Aug 21, 2016	Not started
+ Share and explain profile with students and parents at registration & orientation Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Data Use, Behavior and Safety	Orientation Team (Dr. Oladipo)	Aug 22, 2016	Sep 21, 2016	Not started
+ All-staff roll out of profile of its intended purpose and meaning for Curie as a whole school. Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Data Use, Professional Learning	CIWP Team w/ SLT support	Aug 22, 2016	Aug 29, 2016	Not started
+ Highlight Curie Learner of the Month Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Data Use, Climate and Culture	Staff	Sep 2, 2016	Jun 22, 2017	Not started
+ Quarterly cross-curricular or departmental reinforcement & alignment Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Data Use, Professional Learning, Teacher Teams/Collaboration	Staff	Sep 2, 2016	Jun 22, 2017	Not started
+ Gather input of traits of effective, engaged Curie students from Curie stakeholders through department meetings and student clubs. Parental input will be gathered from BAC committee. Tags: MTSS, Assessment, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Instruction, Climate and Culture	CIWP Team	Apr 25, 2016	May 9, 2016	Not started
+ Focus group will be created to consolidate information gathered from the various school stakeholders and create the Curie learner profile Tags: MTSS, Assessment, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Instruction, Climate and Culture	CIWP Curie Staff/Students	May 9, 2016	Jun 2, 2016	Not started
+ Establish implementation plan milestones of how the Curie Staff profile will be rolled out and reinforced as a school-wide initiative. Tags: MTSS, Assessment, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Instruction	CIWP Summer Superstars	Jun 22, 2016	Aug 22, 2016	Not started
+ All-staff roll out of profile during Staff PD days at beginning of the school year. Tags: MTSS, Assessment, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Instruction	CIWP Team w/ SLT support	Aug 22, 2016	Sep 2, 2016	Not started
+ Quarterly cross-curricular or departmental reinforcement & alignment Tags: MTSS, Assessment, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Instruction, Professional Learning	Staff	Aug 22, 2016	Jun 20, 2017	Not started
+ Tags: MTSS, Assessment, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Instruction				Not started
+ Recruit and define PL subteam from CIWP & ILT members Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, ILT, Teacher Teams/Collaboration	CIWP/ILT/SLT	Apr 25, 2016	May 20, 2016	Not started
+ Define year-long learning goals related to school priorities and Curie Learner and Staff profile. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, ILT, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Data Use	PL Team/SLT	Jun 22, 2016	Aug 21, 2016	Not started
+ Create scope & sequence for PD Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional Learning	PL Team	Jun 22, 2016	Aug 21, 2016	Not started

District priority and action step	Responsible	Start	End	Status
+ Define time & space (avenue) for PD priorities Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional Learning	PL Team	Jun 22, 2016	Aug 21, 2016	Not started
+ Establish implementation plan for pd priorities and assign responsibilities for PDs Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional Learning, Intervention	PL Team	Jun 22, 2016	Aug 21, 2016	Not started
+ Collect baseline data on teachers' understandings of school priorities from Course team exit slips. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional Learning, Data Use	PL Team	Sep 6, 2016	Jun 30, 2017	Not started
+ Implement PD plan throughout year Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, ILT, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration	All Staff	Aug 22, 2016	Jun 22, 2017	Not started
+ Progress monitor/collect data on learning after each PD and during implementation of PD topic. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, ILT, Data Use	PL Team	Aug 22, 2016	Jun 20, 2017	Not started
+ LT define and learn about Powerful Practice during weekly ILT meetings Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional Learning	ILT	Jan 4, 2016	Feb 29, 2016	Completed
+ All staff roll out of DoK during department meetings. Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration	ILT	Mar 1, 2016	Apr 1, 2016	Completed
+ Gather baseline data for current DoK implementation by having department chairs complete walkthroughs of classes in both their department and others. Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Data Use	ILT	Apr 11, 2016	May 2, 2016	On-Track
+ Continue professional learning on DoK in course teams for FY16 during Tuesday meetings. Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration	ILT,CTL	Apr 1, 2016	Jun 21, 2016	On-Track
+ Department chairs and other volunteers/peer observers will complete Year-End Walkthrough and record current level of DoK implementation. Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT	ILT	Jun 6, 2016	Jun 10, 2016	Not started
+ Use FY16 year-end data to inform PL Scope & sequence for FY17 Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Data Use	ILT/PL Team	Jun 21, 2016	Aug 21, 2016	Not started
+ ILT will develop and course team leads will roll out and implement year-long Course Team PD on DoK. Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Assessment, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration	ILT / CTLs / All staff	Sep 6, 2016	Jun 20, 2017	Not started
+ Ongoing data Collection/progress monitoring by ILT and Course Team Leads via continued walkthroughs and collection of student work samples. Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Data Use	ILT & CTLs	Sep 9, 2016	Jun 20, 2017	Not started

District priority and action step	Responsible	Start	End	Status
+ Identify priority protocols needed to increase trust and reliability in discipline processes Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, MTSS, Intervention, Behavior and Safety, Climate and Culture	MTSS Behavior Team			Not started
+ Review FY16 Intervention Data for effective & ineffective practices for all three tiers of MTSS and plan corrective measures. Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Data Use	MTSS Behavior & Attendance	Apr 25, 2016	May 11, 2016	Not started
+ Climate walkthrough/School Diagnostic (Engaging Schools) to collect data on school climate and culture as well as safety and order. Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Data Use	SLT & Engaging Schools partner organization	Apr 4, 2016	Apr 8, 2016	On-Track
+ Back-to-School parent meetings include learning on attendance -academic connection Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Behavior and Safety, Climate and Culture, Family and Community Engagement	SLT	Aug 22, 2016	Aug 29, 2016	Not started
+ Provide model restorative responses to SCC misbehaviors and PD on practice (inside and outside of the classroom) Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Professional Learning, Behavior and Safety	MTSS Team	Aug 29, 2016	Sep 2, 2016	Not started
+ Overview and supporting documents for new protocols developed from staff feedback Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, MTSS, Behavior and Safety	MTSS Team	Jun 22, 2016	Aug 29, 2016	Not started
+ Ongoing PD (for all adult stakeholders) on positively-framed & restorative classroom and school management (in PL scope and sequence) Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, MTSS, Professional Learning, Behavior and Safety	MTSS Team/Featured Staff	Aug 29, 2016	Jun 20, 2017	Behind
+ Target Tier 3 attendance students (underclassmen) to understand obstacles - collect data on Tier 3 trends Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, MTSS, Attendance, Intervention, Data Use	MTSS Attendance Team	May 1, 2016	May 31, 2016	Not started
+ Advertise and implement consistent (weekly) attendance incentives Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, MTSS, Attendance, Intervention	MTSS Attendance Team	Sep 6, 2016	Jun 20, 2017	Not started
+ Regular communication of attendance data to all staff through MTSS Newsletter and weekly email updates. Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, MTSS, Attendance, Intervention	SLT/MTSS	Apr 8, 2016	Jun 20, 2017	On-Track
+ Create plan to address and implement Tier 1 and Tier 2 MTSS. Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, MTSS, Attendance, Intervention, Behavior and Safety	MTSS Behavior and Attendance Team, Deans, Counselors, Gads Hill	Jun 21, 2016	Aug 31, 2016	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 school will organize and host a NCLB PAC meeting in which the NCLB Title I school parental involvement plan and policy will be discussed. Materials will be available in both English and Spanish in order to accommodate the language needs of the parents and help them understand the process of school improvement. Parents will be notified of the meeting in a variety of ways including flyers sent home with students, robo calls home and a posting on the web site of the meeting.

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

On July 11, 2016, the school will organize and host a NCLB PAC meeting in which the NCLB Title I school parental involvement plan and policy will be discussed. Materials will be available in both English and Spanish in order to accommodate the language needs of the parents and help them understand the process of school improvement. Parents will be notified of the meeting in a variety of ways including flyers sent home with students, robo calls home and a posting on the web site of the meeting.

The Annual Title 1 Meeting was held on 9/28/16. The PAC Organizational Meeting was held on 10/27/16.

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.

Parents will be provided this information at the NCLB Title I Annual Meeting, as well as monthly PAC, monthly LSC meetings, and quarterly Principal-Parent dialogues. Parents will also be given the opportunity to meet with counselors and teachers on request during the school year and information will also be made available on the school website.

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.

Parents will be provided this opportunity at monthly PAC, monthly LSC meetings, and quarterly Principal-Parent dialogues. Parents will also be given the opportunity to meet with counselors and teachers on request during the school year and information will also be made available on the school website.

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.

Results of the State Assessments (PAARC, ACT, SAT) will be provided to students upon receipt and will be distributed to parents during Report Card Pick Up and/or mailed home.

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.

"Right to Ask" forms will be distributed to parents during registration and parent teacher conference to fill out and return to the school if they wish to pick up a letter stating the qualifications of their child's teacher(s).

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.

Information revolving around these topics will be provided and presented at the school's NCLB Title I Annual Meeting.

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.

We will continue to provide support for parents during Saturday workshops and classes at the school. A list of support classes will be: ESL classes for parents to enable them to learn English; computer classes for parents in English and Spanish; providing workshops for parents based on the needs that parents have expressed.

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.

All staff members will be provided with professional development on the topic during the beginning of the year. The professional learning provided will continue to be reinforced and revisited throughout the year during professional development time, course team meetings and department meetings.

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.

Not Applicable at the High School Level

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 information provided to parents or posted on the school's website will be provided in a uniform format in both English and Spanish languages.

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.)

It is the mission of Curie Metropolitan High School to offer a rigorous academic curriculum with an emphasis on technology and the arts. Curie High School promotes future success by establishing a culture of college and career readiness and by encouraging students to enroll in post-secondary institutions. Curie High School is committed to providing authentic learning experiences that will provide a foundation for life-long learning. Students will be prepared to become leaders and engaged citizens in a global society, enabling them to contribute positively and responsibly to their community.

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

Parent teacher conferences will be held at the end of the 1st and 3rd quarters on CPS determined days for the 2016-17 and 2017-18 school years. Parents will also be able to request parent teacher conferences by requesting them directly with their children's teacher or through the school's counseling department, school deans and administration.

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

Official reports of students' grades will be either mailed home or provided directly to parents during the 5th, 10th, 15th, 20th, 25th, 30th, 35th and 40th weeks of the school year. Through parent portal on Gradebook, parents will be able to view live updates of their children's grades at any moment during the school year.

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

Parents will be able to request parent teacher conferences by requesting them directly with their children's teacher or through the school's counseling department, school deans and administration.

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.

Curie will provide parents opportunities to volunteer and participate in their children's school such as volunteering at the school, at school events and by participation in school leadership teams (NCLB PAC, LSC, PTA, Bilingual Parent Group) etc. Parents will be able to observe classroom activities upon request and at a time predetermined by administration, the teacher and the parent.

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

Parents will engage in school curricular meetings, orientations, and parent-teacher conferences. Parents are invited to and welcome to request shadow days. Parents will have the opportunity to participate in workshops on parenting teenagers and supporting their development.

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

Parents will be able to participate in the decisions relating to the education of their children by attending and participating in LSC, PAC, NCLB, FAFSA workshops and other school sponsored meetings employed to empower parents to take an active role in educational decisions for their children

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

Students participate on our LSC, MTSS team, and school climate team. The Student Voice Committee meets weekly and addresses students concerns and develops solutions. Process journaling, FOT surveys and reflections, regular updates on progress will all encourage students to be reflective learners and set goals for improvement.

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.

The Curie PAC will continue to offer Saturday classes to parents. At least 40 parents will participate in English as a Second Language, technology, and math classes so that they are better equipped to support their students. We will offer teen psychology and nutrition workshops to parents. We will send 2 parents to the NABE conference and 2 parents to the PAC conference.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 13000 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2000 .00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	<table> <tr> <td>\$</td><td>0</td><td>.00</td></tr> </table>	\$	0	.00
\$	0	.00			
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	<table> <tr> <td>\$</td><td>2000</td><td>.00</td></tr> </table>	\$	2000	.00
\$	2000	.00			
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	<table> <tr> <td>\$</td><td>1000</td><td>.00</td></tr> </table>	\$	1000	.00
\$	1000	.00			
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	<table> <tr> <td>\$</td><td>0</td><td>.00</td></tr> </table>	\$	0	.00
\$	0	.00			
54565	Reimbursements 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.	<table> <tr> <td>\$</td><td>600</td><td>.00</td></tr> </table>	\$	600	.00
\$	600	.00			
53510	Postage Must be used for parent involvement programs only.	<table> <tr> <td>\$</td><td>0</td><td>.00</td></tr> </table>	\$	0	.00
\$	0	.00			
53306	Software Must be educational and for parent use only.	<table> <tr> <td>\$</td><td>500</td><td>.00</td></tr> </table>	\$	500	.00
\$	500	.00			
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	<table> <tr> <td>\$</td><td>500</td><td>.00</td></tr> </table>	\$	500	.00
\$	500	.00			