



Roberto Clemente Community Academy High School (/school-plans/515) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/22/2016	ILT Members	Review the initial draft of the SEF done by Jamie Crosen and Marcey Sorensen to meet deadline set by Network 5
02/29/2016	ILT Members	Make suggestions and edits to the drafts of the

SEF.

03/14/2016	ILT Members	CIWP commitment for ILT members
03/30/2016	LSC Members	CIWP commitment for LSC members
04/01/2016	SLT (Crosen & Sorensen)	Work on CIWP Framework (make adjustments per suggestions from ILT members)
05/27/2016	SLT (Crosen & Sorensen)	Finalize CIWP Framework in preparation for 6/1/16 meeting
06/01/2016	CIWP Team	Approve SEF, Priorities, and Goals and assign groups to work on strategies for 6/6/16 meeting
06/07/2016	CIWP Team	Strategies submitted for review and SLT reviewed all strategies
06/10/2016	SLT (Crosen & Sorensen)	Revise submitted strategies and clean up document for final edits
07/20/2016	LSC	Review CIWP and budget for approval

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

- Community involvement and support for the school is evident (Parent University, Community as a Campus, CaaC, support for IB Implementation, engagement with local elected officials)
- Multiple opportunities for teacher leadership to be developed through departments, grade level teams, grade level instructional teams, clubs and athletics, and other extra curricular activities
- Vision for school improvement is articulated by Senior Leadership Team and understood by all stakeholders (teachers, students, staff, community)
- IB pedagogical framework, CCSS, and NGSS are used to create a coherent instructional program along with a shared belief by all stakeholders that student supports (MTSS and wrap around services) and enrichment (enhancement and extra curricular activities) are a part of the instructional expectations of all members of the staff
- School improvement efforts are coherent and clearly evidenced throughout the building (instructional delivery, curriculum design, social emotional learning, and a focus on improved organizational culture)
- Staff is able to articulate that rigor, engagement, and depth of knowledge are focus areas that are being focused on in order to improve instruction
- Senior leadership seeks input on areas in need of improvement from all stakeholders and makes consistent attempts to ensure that people feel heard and see evidence of their concerns being addressed through voice and actions in all stakeholder arenas
- Organizational culture is still lacking a sense of collective responsibility for overall school success (most staff tend to focus on their own students, their own classrooms, their own things to do, etc... rather than owning the entire building and entire student body as their collective responsibility)
- ILT is not yet cohesive and is not able to build collective responsibility among their teams/departments which continues to be a struggle and an obstacle in moving the staff and stakeholders to a higher level of accountability for the movement of the school as a whole
- Stakeholders have expressed that they do not question nor doubt the SLT commitment to the school's overall success, high expectations for all, but do not see that fully translated into measurable outcomes in all school-based accountability metrics (post secondary enrollment, persistence, etc...)
- Data is presented at most meetings held throughout the building and with external partners and community members; there is inconsistency in terms of ownership and actions taken on all levels (internal and external) to make progress on stagnant data points
- Increased leadership and ownership could come from more teacher and staff led professional development on culture and climate issues and instructional/academic improvement

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 meets every week for 2 hours and share an understanding of their purpose
- ILT represents all relevant content areas and programs across the school
- ILT uses data weekly to drive its leadership actions and interventions (BAG report)
- Data used is dis-aggregated for priority student groups and lead to actionable items for some ILT members with some colleagues
- ILT members are well versed in the research around teacher and staff leadership and its role in school transformation and impact on overall organizational culture as professional development on leadership practices has been provided along with leadership coaching for many of the ILT members over the past few years
- Some ILT members provide critical feedback to peers on unit plans and instructional practice, but is not a pervasive practice among the entire team
- ILT has an agenda with a clear focus that monitors if previous actions were taken and then implemented
- ILT members have not yet found their voice in terms of building the capacity of teacher teams and adult problem solving; avoid conflict and do not address issues directly which more often than not leads to distrust among the faculty (heavy reliance on SLT, rather than ILT)
- ILT does not fully share the ownership for the improvement of teaching and learning equitably (evidenced through actions)
- ILT does not relentlessly ask "is it working" about every program, initiative, and strategy in the school - tend to stick to their own spheres of influence and/or address technical rather than adaptive issues
- ILT members use data to address problems of practice on a regular basis but do not always follow through on the follow up with colleagues in terms of the actual adjustment to practices that support student learning and/or organizational culture unless specifically told to do so by SLT or if the person that must be addressed is having an adaptive issue, including ILT members

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
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:

Score

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

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- School-wide professional development plan is in place for both semesters
- Staff provides feedback on areas of need in terms of professional learning opportunities
- Departments meet weekly for 90 minutes and Grade Level Teams meet twice weekly for 70 minutes where improvements to practice are examined, data is discussed, and collegial feedback is given on practices that impact student learning and/or organizational culture
- Cycles of inquiry are used in order to determine if practices are working or not in terms of implementation of initiatives
- Teachers are encouraged to take instructional risks in terms of improving practices around instructional delivery, assessment, curriculum design, and increasing engagement and relevance in the classroom
- On-site coaching (in the classroom) is provided to all teachers and is not a part of any type of evaluative practices
- Comprehensive feedback tools exist (walk-through tool, curriculum feedback tool, etc...) in order to build a coherent language and lens around practice
- School-wide PDP has had "strands" and teachers are encouraged to select the strands that they feel best suit their professional learning needs
- Teachers are encouraged to find opportunities for professional growth on their own to develop knowledge and skill
- Teachers report receiving quality feedback from Senior Leadership during REACH observations and during post conferences throughout the year
- Staff is compensated for their time spent collaborating with colleagues regarding practice
- Grade level teams have taken on an instructional focus this year in order to increase rigor/engagement horizontally, not just vertically
- Departments are restructures their SGO's in order to address standards-based instruction during professional development, planning time
- Professional learning should be focused on both organizational culture and academic/instructional improvement that could be led by teachers and staff

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	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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 schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 3 4

- Budget is aligned to the CIWP and represents the values of the school and vision of the school leadership
- Budgeting process is transparent and discussed with stakeholders openly
- Teachers have access to request items as needed and receive most of what is requested in order to support effective teaching and learning practices
- Transparent interview protocols are in place and used to hire new teaching staff; other staff are involved in the hiring process
- Teacher retention is problematic in a few high need areas (Language, SPED, and PE)
- Schedules are created in order to maximize teacher collaboration time and allow for students to have extra time in academic courses throughout the day
- A substantial amount of funding has been investing in technology in order to ensure that students are prepared for post secondary institutions and to increase rigor/engagement in the classrooms
- Funds have been allocated to teacher professional learning, teacher and support staff extended day, and to each department/grade level throughout the school in order to ensure that teachers/staff have what they need and want in order to teach students and fully prepare them for post secondary
- School has partnerships with the Puerto Rican Cultural Center, Puerto Rican Arts Alliance, New Life Covenant Church, Northeastern Illinois University, City Colleges, UIC, Youth Guidance, etc....in order to build an array of outside supports in order to maximize resources in the community
- School requires all external partners to demonstrate effectiveness through progress monitoring meetings that are held quarterly
- Funds are allocated for SEL, student supports, post secondary exposure, after school activities, as well as for instructional improvement, professional learning, and departmental/grade level resources

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
Measures	✓ 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:

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

Score

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- Vertical plans/skills maps reviewed and updated by departments in summer, but not always followed by all departments at times
- Unit assessments includes skills and content standards addressed. Units includes both summative and formative assessments along with --IB formatives and summative aligned with IB rubrics.
- Regular collaborative planning between teacher and CTT meetings with common units and assessments produced each quarter (aligned to IB, CCSS, CRS)
- Units given scored feedback regarding based on internal rubric created by using IB pedagogy and Content for Teaching Framework
- Teachers meet with MYP coordinator, DP Coordinator to discuss the feedback given and some teachers are required to resubmit based on rubric score
- Some teachers are struggling to incorporate feedback from unit plans and ILT is working to determine if those issues are technical or adaptive as IB pedagogical framework is still new to many staff members
- Texts (anchor and supplemental) listed in unit planner and observed during instructional observations - level of complexity varies, but fiction is not overemphasized
- Accommodations and modifications are listed on all unit plans - either by whole class, student groups, or individuals too accommodate ELL and SPED learners.
- Teachers in instructional classes create their own units and modify all assessments. ELL teacher creates plans for ESL I & II and Trans. classes
- Vertical alignment of skills still needs to be completed to ensure that rigor is scaffolded appropriately and that courses do indeed get more challenging for students
- ATL skills are not currently being explicitly taught and then assessed across all grade levels and all departments
- Gen Ed and Instructional/CTT teachers co plan lessons, units, assignments, tasks, and assessments
- Departments are currently revising their SGO's in order to ensure that there is a scaffolded and vertical aligned curriculum for SY16-17

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) to **ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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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-IB Unit plans and instructional observations show same texts and resources for entire course teams with the exception of one course team

-Classroom materials includes several options of technology (Smart boards, Computer labs, laptop carts)

-Unit includes video clips and text based on teacher content and skills needs

-Text are readily available and resources to provide additional text and materials are also available to purchased

-Classroom supplemental resources include and functional media center with photo/video lab, recording studio, and Mac lab.

-Instructional observations show a lack of implementation of some planned differentiation strategies in instructional materials - mainly a general set of materials seen in most cases, and few effective strategies for ELL students beyond translation of documents

Guide for Instructional Materials

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

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

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	<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	1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School 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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- Task given to students are generally not as complex as they should be and mostly require DOK levels 1-2
- Based on REACH observations most classrooms scored basics in Domains 3b, 3c, and 3d
- Tasks given to students mostly teacher to student discourse and not much student to student discourse is evident in observations
- Infrequent use of differentiation, MTSS, modifications and accommodations based on students learning abilities and formative assessment data
- Atlantic Research Partners coaches report instructional grouping based on behavior management and not instructional learning needs
- Engagement in higher level text and task are inconsistent from class to class and courses do not get more challenging as grade levels progress (still teaching same concepts from 9th to 12th grade without adding complexity)
- Teacher EPAS scores are consistently stagnant throughout the grade level based on SQRP data
- Student attendance and upper grades slightly above 80% demonstrates the lack of rigor and engagement in class
- Tasks do not allow for students to achieve an 7-8 on IB rubrics due to student being unable to apply the learning in a completely different context
- ATL skills are not explicitly taught and/or assessed and therefore mostly not integrated into the units
- Command terms are not fully understood by all teachers and therefore complexity is less than it should be across all grade levels

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.

- Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	✓ SGRP 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:

Score

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

1 2 3 4

- Grade level SMART Goals have post-secondary goals and monitor throughout the year
- Grade level teams plan at least 4 post-secondary trips or activities throughout the year
- All 12th grade students participate in senior seminar course
- Senior seminar teachers ensure all senior students complete 5 post-secondary applications to match, reach, and safety schools
- School has post-secondary coach that monitors all post secondary metrics
- Pipeline to college partnership with PRCC, UIC, Northeastern, Columbia
- Partnership three consecutive years with partnership from One Goal that includes about 60 students
- Gear Up Project Prepare partnership for students that plan on entering the workforce or trade
- Staff is not consistently modeling the expectation of a college going culture
- School current college enrollment for class of 2014 was at a rate of 42%
- School 2013 College persistence rate of 44.1%
- 100% of 2015 eligible 12th grade students submit FAFSA
- 100% of current 12th grade students are accepted into a post secondary institution
- Most students take the Compass Exam
- As students progress in high school, college visits are selected based on projected GPA and test scores
- Student data is used to match the enrollment requirements of the schools for each student
- All 11th grade students take the ACT

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	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

- Teachers are consistently scoring lower in Domain 3 on the Framework for Teaching - with the exception of 3a
- Most questions are from teacher to student, do not probe for additional student thinking beyond the correct answer, lack justification for argument, and most classes are lacking student to student discourse in any way (promoted and intentionally taught in very few classes)
- Complex text is available but not used consistently across the content areas
- Attainment and growth metrics have remained stagnant over the past few years
- Growth for priority groups remains below district and national averages according to SQRP
- Teachers are working on claims and evidence across the content areas consistently but does not get increasingly more difficult as students progress through the grade levels (same in Science in terms of lab reports)
- Unit plans are required to have a summative assessment designed and submitted with it but is not always aligned with the objectives outlined in the unit plan or informed by the formative data collected throughout the unit
- Units allow for students to demonstrate an understanding of concepts through multiple pathways
- Unit plans are aligned to CCSS and IB objectives
- Some teachers are able to anticipate possible student misunderstanding and plan appropriate scaffolds to ensure learning of skills/concepts
- Unit plans are required to list A/M's not only for the task, but by groups of students for diverse learners
- Unit plans are co-designed in most cases by both the Gen Ed and CTT teacher; instructional plans are designed by the SPED teacher in order to ensure that IEP's are implemented with fidelity
- ATL (Approaches to Learning) skills are not vertically aligned and not intentionally taught or assessed
- Command terms are not understood by most teachers, not used correctly across a department or grade level and therefore grades may be inflated in some areas
- Teachers need to improve in the area of authentic engagement and understanding of community resources and partnerships in unit and lesson planning in order to develop critical thinking skills and actionable items with their students in the classroom
- School is in the infancy stages of creating interdisciplinary units and cross curricular experiences; some teachers want more opportunity to create these types of units to increase rigor, relevance, and engagement in classroom 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"> ✓ SQRP 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

- Implement PLP's for all 9th grade students who need additional supports (currently 92% of PLP students are successful academically and have low levels of misconducts)
- PLP's are completed every 5 weeks and data is reviewed and strategies aligned for student supports where needed
- School has processes in place for Tier II and Tier III interventions (CARE team referrals) for SEL supports, but not necessarily for academic and attendance issues
- Grade level teams meet 2x weekly to discuss grade level data (Behavior-Attendance-Grades) for all students and plan appropriate interventions
- 9th grade team displays a level of care and concern for students through the use of growth mindset practices, SEL practices are more consistent, grade level initiatives are more present (homework, binders, organization, etc...)
- 9th grade team consistently has higher level of students present in the tutoring center after school than other grade levels due to the active promotion of the use of the learning center by most teachers along with the use of incentives to get students to come more consistently
- 10th grade team is working on supporting students with Personal Project, staying on track for those who are on track entering into 10th grade, and participating in credit recovery if needed so that students can become on track before junior year
- 12th grade team is intentional in tracking college applications, graduation requirements, FAFSA, and college acceptances with seniors
- 11th grade team works to implement ACT strategies across the grade level (instructional and motivational)
- Instructional teams across all grade levels meet to discuss the performance of all diverse learners across the grade level
- Fidelity of application of the agreed upon interventions is not consistent across the school and with all teachers
- Progress monitoring sessions are held quarterly with all SEL partners to monitor and track effectiveness of intervention
- Most classrooms are student-centered and teachers seek to support students in the classroom but do not adjust instruction to meet individual needs of the students
- Use progress monitoring in departments and grade levels to trace impact of interventions; some teachers do not adjust practices despite evidence that interventions are not having a positive impact on student performance
- Individualized instruction is not evident in most classrooms and where groupings do exist, they are mostly based upon behavior not academic needs
- Unit plans do not indicate planning for various learning levels (remediation or enrichment)
- School has strong relationships with alternative schools in the area in case a student need a different academic setting in order to achieve graduation status
- School has a 79% graduation rate (higher than the district average) due to intentional progress monitoring around interventions

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	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1 2 3 4

- School has a balanced assessment system (IB summatives, CCSS performance tasks, essays, projects, labs, formative assessments)
- School has a prescribed grading scale that allows for students to receive IB grades and CCSS grades in order to ensure a balanced grading system
- Grading policies and pedagogy aligns with the "Case Against Zero" allowing for students to be successful and to ensure that students are completing work rather than just failing and that grades are not used as a form of punishment, control, or compliance
- Diverse learners receive modified assessments, assignments, and tasks when needed/required
- ELA has made the stated key shifts in assessment practices
- Mathematics has not fully embraced the key shifts that CCSS assessments require yet
- Fidelity to the IB rubrics is not consistent across the grade levels or departments
- Understanding of the command terms has caused grade inflation in some cases
- Standardization of Assessment practices exist but are not fully understood and used consistently yet
- Diagnostic assessments are given at the beginning of each unit but are not fully utilized yet by any department across the school
- On site coaching through SIG is available in order to assist teachers in understanding assessment and grading practices that support student learning

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

fundamental cause of student achievement, and are invested in student outcomes.

- Teachers continue to score to higher in REACH in domains 2a and 2b
- Teacher consistently use positive framing to encourage students to participate in instructional task
- Grade Levels create quarterly Service Learning plans
- School wide attendance rate is currently 85%
- Freshman attendance 2014-2015 outpaced all grade levels at 87% attendance
- 97% of all Freshman are on-track
- Sophomore attendance for 2014-2015 was 82.8% which is below district average
- 96% of all Sophomores are on-track
- Junior attendance for 2014-2015 was 80.8% which is below district average
- 95% of all Juniors are on-track
- Senior attendance for 2014-2015 was 77.1% which was below district average
- Senior graduation rates was 99% for the 2014-2015 class
- Overall graduation rates was 75.7% which exceeded district average
- In 9th and 10th grade classes, evidence is beginning to emerge of peer and self assessment practices across multiple disciplines using the IB rubrics for grading
- All grade levels host quarterly student recognition ceremonies where all students are recognized, not only for attainment, but also for growth and personal characteristics
- 9th and 10th grade teams have a heavy emphasis on growth mindset practices across the grade level and school has provided professional learning experiences for teachers on how to use growth mindset to teach perseverance/persistence with students
- PLP's are completed for students who have "aged out" of 8th grade; currently 92% of aged out students are performing well academically and have low levels of misconducts
- Teachers are consistently scoring high in 3a in REACH Framework for Teaching as they are clearly communicating expectations and objectives for the day's learning

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	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

-Clear and consistent approach to school discipline, which is supporting improvement in student behavior
-Most student's state that they are connected with at least one member of the staff
-Small number of teachers do not take responsibility for SEL development of students
-All students with special needs are assigned a special education teacher as a service provider to advocate for students academic/behavioral needs and to ensure student IEP is being implemented by all teachers.
-Outside organizations tailor students supports with based on student needs (BAM, The Good Life, Arts of Living, Youth Guidance, Erie Health Clinic, Gear UP, Aspira)
-Care Team consists of DP coordinator, counselors, deans, and partner managers. Care Team ensures CBITS and Think First models are being implemented
-Some teachers are inconsistent when incorporating student culture into all classes to reflect student lived experience
-MSMV indicates a low level of teacher to teacher trust as many teachers report a distrust with ILT members
-MSMV indicates a low level of teacher commitment to teaching @ Clemente; report that they wouldn't mind teaching at another school
-MSMV indicates a higher level of teacher to principal trust with a high reporting on knowledge of instruction, support, desire to improve, and clear messages about having high expectations of everyone
-"Frequent flyers" (those students who make up the largest number of infractions - most "at-risk" - approx. 15% of the student population) report having little to no connection to adults in the school and report that teachers do not demonstrate a belief that they can be academically or behaviorally successful

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

- Over 65% of students participate in a sport or club
- The school has a partnership with the Boys & Girls Club to offer a wide range of enrichment activities.
- The school has community partnerships with Youth Guidance, The Good Life, Aspira, and GEAR-UP which also provide enrichment opportunities for students
- The Athletics Program has allowed students to receive scholarships for college and multiple sports are offered for both males and females
- Students are polled regarding clubs, sports, and activities of interest
- Activities fairs are conducted each semester to expose students to the different clubs and sports in the school
- Grade Levels have active counsel that meet with their GL administrator
- Sponsors for clubs and activities lack significant teacher involvement
- All 10th grade students must complete an MYP Personal Project which involves community service for many students
- School has partnership with Mikva Challenge which promotes political activism and the understanding of the political process to facilitate change
- All DP students must complete a CAS (Creativity, Action, and Service) project as a part of the Diploma Programme
- All CP students must complete a Reflective Project as part of the Career Programme

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	✓ 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

-School leadership has created a calm and orderly climate. There is a clear, consistent approach to school discipline, leading to a reduction in misbehavior which is leading to a more conducive learning environment

-Based on infraction data 2014-2015 restorative rates are improving and levels 4-6 are lower than district average

-Infractions are mostly levels 1-3 and are mostly instances of classroom management

-Infractions mostly occur in classroom and hallways

-Some staff members do not reinforce expectations of appropriate behavior and in their lessons and this has a negative impact on the learning environment.

-Some teachers struggle with classroom management as observed during REACH observations

-School implements restorative practices around all discipline matters

-School conducts peace circles to resolve potential conflicts and to ensure all students are restored back into the appropriate educational setting

- MSMV reports that students feel safe in the school, in the classroom, and in the hallways but not outside the school

- MSMV reports that students feel that their voices are heard by the adults in the school including school leadership

- School has an SEL team that meets regularly to plan professional learning experiences for teachers so that stronger relationships can develop between teachers and students

- School has partnerships with multiple external partners to address "at-risk" males and students with chronic attendance issues

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:

Score

1 2 **3** 4

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

- Culture and Climate create Smart Goals based on restorative practices
- 2014-2015 73% of all infractions result in Restorative Practices
- Team revisit Culture and Climate polices during summer planning and work with staff and students to ensure polices being implemented
- Grade levels have a Dean at each Grade level to support students issues
- Culture and Climate team work with students and teachers to restore students to educational setting
- Deans, Culture and Climate, teachers, and SLT works conduct peace circles to restore students back into educational setting
- Partnerships (The Good Life, Youth Guidance) provide significant SEL support to help students with anger management and coping skills
- School Social worker and Youth Guidance partners support students with severe SEL issues to ensure they remain engaged in educational setting
- Care Team in place to respond to SEL needs that are not directly connected to discipline
- Culture and Climate leadership team meets weekly to discuss pertinent topics, students behavior, and SEL trends
- Re-entry plan implemented for students that are suspended for consecutive days

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.

- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ 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:

Score

1 2 3 4

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.

-SPTS facilitates communication with families. It also helps drive parent conferences to discuss grades and attendance before report card distribution, which makes parent conferences more effective.

-Parent calls are made for all students, including those who may not have attendance issues or lower grades

- Teachers and school need to do a much better job at calling parents for attendance and academic issues

- Teachers and school need to do a much better job at requesting parent conferences for students with attendance and academic issues

-Clemente website and Facebook page updates school community on school information and news on a weekly basis

-Bilingual student families are sent information regarding their student's placement and progress in the program and invitations to participate in the Bilingual Advisory Council (BAC)

-Clemente has increased its communication capacity in recent years, but more mobilization is necessary to make communication more effective and efficient

-Quarterly parent nights to discuss students grades and aspects specific to Grade level needs

-MYP and DP parent nights occur quarterly, but lacking support from all parents

-Clemente continues rebranding campaign to show the community "The New Clemente" this has resulted two consecutive Freshman classes of over 200 incoming freshman

- Partnerships have been formed with the Puerto Rican Cultural Center (PRCC), the Puerto Rican Arts Association (PRAA), New Life, and Aspira

-LSC is supportive of the "re-branding" and ongoing improvements made at Clemente

-High school fairs, presentations to 8th grade students, shadow days, etc... are all held in order to increase enrollment

-Shadow days for 7th and 8th grade students to peak interest and increase knowledge about Clemente

-Clemente participates in the Puerto Rican People's Parade, Fiesta Boricua, Haunted Paseo, Three Kings Day, and Hope Fest

- MSMV indicates that parents feel as though their children are safe at Clemente

- Community organizations need to play a bigger role in the promotion of the school in order to increase enrollment with specific activities and events, providing the school with potential data to increase outreach

- LSC should increase participation and interaction with LSC's and other community organizations to increase accountability for increased enrollment

- CaaC should increase involvement, facilitating relationships with feeder schools (in terms of student data and current projections) in order to address enrollment issues from CaaC designated schools (ex. interaction is based upon current projected students from CaaC schools - number of students who are enrolled in IB and CTE programs)

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 Score – Involved Families
Five Essentials	Involved Families
	CPS Framework for 2c. Managing Classroom Procedures
Teaching	4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐

3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

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				
The results of the My School, My Voice survey reveals that Clemente is well-organized for improvement. Knowing that, we plan on sustaining this rating. Additionally, we will put particular emphasis on increasing our score directly related to the Supportive Environment (the school is safe, demanding, and supportive).	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
We are making a specific effort to improve reading skills by training teachers to create effective, rigorous and engaging lesson plans. This is evidenced by our comprehensive ELA/Math professional development plan, weekly department meetings, and our targeted instruction around increasing student reading skills as well as real-world math scenarios. Additionally, we have incorporated lessons built into all classes where students are aware of their personal data and how both teachers and students can contribute to the growth on a student, course, and class level.	29.00	(Blank)	40.00	40.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
We are making a specific effort to improve reading skills by training teachers to create effective, rigorous and engaging lesson plans. This is evidenced by our comprehensive ELA/Math professional development plan, weekly department meetings, and our targeted instruction around increasing student reading skills as well as real-world math scenarios. In particular, we will be looking how we can support our African-American, young men and women through concentrated, need-based instructional/SEL supports.	36.00	(Blank)	30.00	30.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				

We are making a specific effort to improve reading skills by training teachers to create effective, rigorous and engaging lesson plans. This is evidenced by our comprehensive ELA/Math professional development plan, weekly department meetings, and our targeted instruction around increasing student reading skills as well as real-world math scenarios. In particular, we will be looking how we can support our Hispanic, young men and women through concentrated, need-based instructional/SEL supports.

23.00

(Blank)

30.00

30.00

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

We are making a specific effort to improve reading skills by training teachers to create effective, rigorous and engaging lesson plans. This is evidenced by our comprehensive ELA/Math professional development plan, weekly department meetings, and our targeted instruction around increasing student reading skills as well as real-world math scenarios. In particular, we will be looking how we can support our English Learner, young men and women through concentrated, need-based instructional/SEL supports.

(Blank)

(Blank)

30.00

30.00

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

We are making a specific effort to improve reading skills by training teachers to create effective, rigorous and engaging lesson plans. This is evidenced by our comprehensive ELA/Math professional development plan, weekly department meetings, and our targeted instruction around increasing student reading skills as well as real-world math scenarios. In particular, we will be looking how we can support our Diverse Learner, young men and women through concentrated, need-based instructional/SEL supports.

18.00

(Blank)

30.00

30.00

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

We are making a specific effort to improve reading skills by training teachers to create effective, rigorous and engaging lesson plans. This is evidenced by our comprehensive ELA/Math professional development plan, weekly department meetings, and our targeted instruction around increasing student reading skills as well as real-world math scenarios. Additionally, we have incorporated lessons built into all classes where students are aware of their personal data and how both teachers and students can contribute to the growth on a student, course, and class level. This also includes emphasis on SEL support via team-building and mentorship.

15.00

(Blank)

15.00

17.00

Freshmen On-Track Rate

For the past two years we have sustained a 96% Freshman On-Track Rate. Given the circumstances of Clemente's smaller population it seems relevant for us to maintain 96% until we increase the overall school population.

96.00

96.00

96.00

96.00

4-Year Cohort Graduation Rate

For several years, our increased graduation rates are a direct result of the focused efforts by our Senior Leadership Team (SLT), Instructional Leadership Team (ILT), counselors, and grade-level teams. We will continue to take a proactive, focused approach to student interventions which includes credit deficiencies (including credit recovery and Aventa)

79.50

75.70

82.00

85.00

1-Year Dropout Rate

It is rare that we need to use intentional interventions for potential dropouts including home visits and transfers to school environments that are more appropriate for specific students. Instead, we will provide increased supports for students that will include appropriate interventions per grade-level, after-school tutoring options, and additional family outreach.

1.60

4.70

2.00

2.00

College Enrollment Rate

These past two years we have worked on integrating the knowledge of match schools into the curriculum of our newly designed Senior Seminar course. While we won't see these changes on the front end, it will take a few years to be evident in the changes that we have already made.

41.90

42.00

46.00

52.00

College Persistence Rate

We haven't been satisfied with these metrics in the last few years, so we started the year of with a meeting of all post-secondary partners which included our post-secondary coach, counselors, Gear-Up, One Goal, PRCC, and ASPIRA to take a much more intentional approach to the application, selection, and transition process.

44.90

44.10

48.00

53.00

Average Daily Attendance Rate

Based on historical data we are on-track to increased daily attendance as evident through our comprehensive attendance plan (mentoring, targeted interventions, family outreach, 3rd party community interventions, etc.).

82.50

82.70

83.50

85.00

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

implementation of the International Baccalaureate Program (MYP and DP/CP) and CCSS aligned curriculum, instructional, and assessment practices with fidelity

increased rigor, complex tasks (with exemplars and models of excellence) combined with student collaboration, and participation in their local/global community

greater student academic achievement, a higher level of cultural awareness, and increased post-secondary attainment/persistence.

Tags:

Instruitions, Academics, Post secondary, Collaboration, Culturally relevant programming, Academic achievement

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Department chairs will develop a cohesive department professional development plan focusing on development and implementation of IB & CCSS curriculum and instructional practices - specifically incorporating community engagement, international-mindedness, project-based learning, approaches to learning skills, as well as rigorous academic tasks along with improved assessment practices that include exemplars for excellence

Department Chairs

Jul 1, 2016 to Jun 30, 2017

Improved Unit Plan scores, increases in REACH ratings in Domain 3

Not started

Professional Learning, Myp curriculum

Grade-level leads will develop a cohesive grade level professional development plan focusing on development and implementation of IB & CCSS curriculum and instructional practices - specifically incorporating approaches to learning skills, service learning, and interdisciplinary unit collaboration to ensure that DOK levels are increased horizontally

Grade Level Leads

Jul 1, 2016 to Jun 30, 2017

Authentic ATL experiences in unit plans and increased DOK levels throughout the year for all teachers in all grade levels

Not started

Professional Learning, AtI skills

The Curriculum Coordinator will develop a cohesive writing and professional development plan for teachers to be implemented in the English and Social Science departments that ensures that writing skills are horizontally/vertically aligned and scaffolded for increased rigor/expectations along with exemplars of what quality writing looks like across the 4 year continuum	Curriculum Coordinator	Jul 1, 2016 to Jun 30, 2017	IB report cards, ACT writing scores, student grades	Not started
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Post secondary supports, Writing curriculum

Teachers (led by ILT members) will conduct non-evaluative observations with standardized protocol to deliver feedback to colleagues quarterly.	ILT members, teachers	Jul 1, 2016 to Jun 30, 2017	Growth in differentiated focus areas for observations and increased REACH scores in Domain 2 and Domain 3	Not started
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Teacher feedback, Peer to peer observations

Department chairs will provide standardized and routinized feedback given to teachers based on formative and summative assessment planning evidenced in unit planners and observed lessons.	Department chairs, IB Coordinators	Jul 1, 2016 to Jun 30, 2017	Observed differentiated and data driven instruction in classrooms	Not started
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Feedback, Instructional planning

IB Coordinators will review all units and provide feedback, guidance, and assistance in a one-on-one meeting with regards to community engagement. IB Coordinators will connect teachers new to the building with community partners and agencies that are relevant to their topic of study and assist in creating community-based projects for our students to be involved in.	IB Coordinators	Jul 1, 2016 to Jun 30, 2017	Improved unit plan scores for all teachers and improved REACH scores in Domain 1	Not started
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Culturally relevant, Community based learning, Community partnerships

Senior Leadership Team and IB Coordinators will create systems and structures to ensure that formative and summative assessment practices are happening in order to ensure that instruction is aligned to students' needs (both enrichment and remediation).	SLT and IB Coordinators	Jul 1, 2016 to Jun 30, 2017	Increased quality of student work and improved student achievement as measured by IB summative assessments	Not started
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Academic supports, Assessment, Academic mtss

SLT and ILT members will create professional learning sessions in which teachers will begin to unpack IB and CCSS rubrics in order to ensure that there is an alignment between instruction and assessment along with fidelity to grading practices.

SLT & ILT

Jul 1, 2016 to Jun 30, 2017

Improved student achievement on multiple assessment measures

Not started

Assessment, Assessment design, Balanced assessment

Strategy 2

If we do...

develop a highly effective organizational culture that focuses on developing trust, open communication, collegial accountability, and intentional practices that focus on school level initiatives that align with the school goals (and SQRP metrics)

...then we see...

the development of all staff and stakeholders to improve their leadership capacity and increase ownership of school wide improvement initiatives

...which leads to...

continued improvement in teacher overall REACH ratings in terms of instructional planning (Domain 1), improvement of classroom culture by teachers and staff (Domain 2), instructional implementation (Domain 3), and improvement in professional responsibilities (Domain 4b - 4e). Additionally, the development and leadership capacity will result in the improvement of school-wide metrics (college enrollment and persistence rate, overall student on track rates and graduation rates, improvement of overall attendance rates, scores on college preparation exams, as well as the support for community led initiatives that increase enrollment

Tags:

Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates

Area(s) of focus:

2

Action step

Responsible

Timeframe

Evidence for status

Status

Instructional Leadership Team will meet weekly to support the development of Instructional Leadership members to lead all school-wide initiatives to address all school wide SQRP metrics and school and community related needs. Team will focus on creating a culture of collective ownership among the staff to lead all school related needs.

Senior Leadership Team

Jul 1, 2016 to Jun 30, 2017

Team will lead school-wide development to lead given initiatives and support all critical metrics and community needs implementation.

Not started

Instructional leadership team, Leadership and collective responsibility, Instructional support, Teacher support, Intervention support, Leadership of departments, Leadership of grade levels, Culture and climate leadership

IB MYP Coordinator and DP/CP Coordinator will meet weekly to ensure they are developing and supporting department chairs, teachers, and staff to support implementation of IB pedagogy and practice. IB Coordinators will lead school-wide support to ensure teachers are engaging students in rigorous, meaningful tasks and the critical thought that aligns with IB pedagogy which includes ATL skills and rubrics.

Senior Leadership Team and MYP/DP Coordinator
Department Chairs

Jul 1, 2016 to
Jun 30, 2017

Improvement in overall REACH ratings (Domains 1-3) and scores on curriculum feedback scores

Not started

Academic expectations, Collective responsibility, Ib standards and practices, Curriculum planning, Curriculum alignment, Ib summative assess

Department chairs will meet weekly with their departments to support teachers with instructional improvement as well as development and academic interventions. Department chairs will meet routinely with their team members and course teams to support instructional best-practice implementation and classroom support while taking into account the vertical/horizontal articulation of course plans.

Additionally, they will support the development of course team plans. Course team plans will include the implementation of DOK levels 1-4 as well as the inclusion of formative and summative data to guide accommodations and modifications for all students.

Senior Leadership Team, MYP/DP Coordinator,
Department Chairs,
ILT

Jul 1, 2016 to
Jun 30, 2017

Improvement in overall REACH ratings and scores on curriculum feedback scores
Decrease in student infraction data levels 1-3 overall school on-track rates

Not started

Curriculum Design, Instructional Coaching, Instructional practices, Culture of learning, Formative assessment, Data driven instruction, Student achievement, Defferentiation, Student academic support, Course planning

Grade level teams meet twice a week to support student and teacher interventions and implementation of DOK levels 1-4 during classroom instruction. Grade level leads will support teachers in owning grade-level metrics and specific areas of needs based on grade levels.

Senior Leadership Team, Grade Level Leads, and ILT

Jul 1, 2016 to
Jun 30, 2017

Improvement in school wide attendance rates, decrease in classroom infractions rates, increase in REACH scores Domain 2, 3, and 4, increase in overall on-track rates by grade levels

Not started

Curriculum Design, Instructional Coaching, Post secondary supports, Service learning, Freshman on-track, Student achievement, Sophomore on track, 4-year graduation rate, Course planning, Instructional interventions, Attendance interventions, Behavioral interventions, Junior on-track rate

Culture and Climate will support staff in deescalation practices and improved student relationship. Culture and Climate will support teachers and staff restorative process to ensures students are restored back into the educational environment. C&C team will conduct professional development to support teacher in building relationships with students, teaching deescalation practices, restorative practices and peace circles. Culture and Climate will guide GL teams regarding attendance intervention and data analysis of attendance and grades.

Senior Leadership Teams, Deans, counselors, and ILT

Jul 1, 2016 to Jun 30, 2017

Improvement of school wide restorative data and the decrease of the overall student infractions for levels 1-6. School wide attendance

Not started

Classroom management, Peace circles, Attendance plan, Restorative practices, Student development, Attendance contracts, Attendance rate, Student infraction data, Student code of conduct, Bag report, Student relationship building

Development of Post-Secondary leadership to create culture among the post-secondary coach, counselors, staff, and partners to improve post-secondary exposure and readiness to ensure students enroll and persist in college immediately after graduation. The Post-Secondary Leadership team will meet quarterly regarding partner cohorts, post-secondary plans and out reach to parents. Senior Seminar team will meet weekly to ensure students are given individual support in creating realistic post-secondary plans based on student academic data.

Senior Leadership Team, Post Secondary partners, Post Secondary coach, counselor, and ILT

Jul 1, 2016 to Jun 30, 2017

Overall student assessment data will trend up based on the improvement of instructional practices that will lead to improved college enrollment and persistence rates.

Not started

College Access and Persistence, Post secondary supports, College and career, College enrollment, College persistence rates, Senior seminar, College readiness

Staff will be able to support school wide community initiatives to create a greater ownership of school and continue to change the perception within the community in order to increase freshman enrollment.

Senior Leadership team ILT, Community as a Campus

Jul 1, 2016 to Jun 30, 2017

Increase incoming freshman enrollment

Not started

Community events, Community partnerships, Community resources, Incoming freshman enrollment rates, School enrollment

ILT will create protocols within their grade level and department teams to create systems of collegial accountability as well as increase the transparency of data and improvement of practice to increase student achievement

ILT members

Jul 1, 2016 to Jun 30, 2017

Increase REACH scores in all domains with a focus on Domain 4

Not started

Collective responsibility, Collaborative teachers, Growth mindsets, Communications

LSC and CAAC will assume some level of responsibility in working with feeder schools to increase IB and CTE enrollment by working with CAAC Principals and parents/LSC's	LSC and CAAC	Jul 1, 2016 to Jun 30, 2017	Increase IB and CTE enrollment from CAAC feeder schools by 25%	Not started
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Lsc, Enrollment, Collective responsibility, Community partnerships

Senior Leadership Team will continue to support the staff with professional learning on the importance of healthy organizational cultures and professional learning communities	SLT	Jul 1, 2016 to Jun 30, 2017	Increased staff attendance, data driven discussions, and courageous conversations are normalized throughout the school	Not started
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Professional Learning, Accountability, Collaboration, Distributed leadership, Discourse, Collective responsibility, Teacher leadership

Strategy 3

If we do...

implement MTSS strategies to support students through academic, attendance, and social-emotional issues with identified behaviors that impact student achievement

...then we see...

teachers and staff being able to provide supports to students both inside and outside the classroom that allow them to show continued improvement

...which leads to...

greater student gains, a higher level student engagement, and post-secondary attainment and persistence.

Tags:

MTSS, SEL, Professional development, Differentiated instruction, Progress monitoring, Student learning, Students success, Multiple measures of assessment

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Staff will begin to build a culture for MTSS that starts with developing an understanding of how MTSS works to support students	ILT, Dept Chairs	Jul 1, 2016 to Jun 30, 2017	Tier I (universal instruction and access to core curriculum) supports are in place for all students, in all classrooms	Not started

MTSS, Core Instruction, Progress monitoring, Problem solving process

Grade level teams will use the problem solving process in supporting students with SEL and behavioral issues	All staff but led by ILT and SEL team members	Jul 1, 2016 to Jun 30, 2017	Grade level teams provide professional learning, support, and safe practice time for teachers to learn how to do MTSS with SEL and behavioral issues	Not started
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Professional Learning, Interventions, Sel mts, Problem solving process

Departments will use MTSS, data systems, protocols, (i.e. the problem solving process) to deliver and monitor high-quality core instruction aligned to CCSS and IB objectives	Department chairs	Jul 1, 2016 to Jun 30, 2017	Departments will engage in monthly data reviews on core instruction with action plans to support all student learning	Not started
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Interventions, Data analysis, Data driven instruction, Professional learning community

<p>Departments and Grade Level Teams will create tiers of students based upon stated areas in need of support and provide the appropriate MTSS strategies to support student learning and academic growth</p>	<p>ILT members</p>	<p>Jul 1, 2016 to Jun 30, 2017</p>	<p>ILT will create a clear vision and build a culture that is supportive of MTSS within their teams, which includes setting and communicating expectations for all staff to use MTSS strategies to support student learning</p>	<p>Not started</p>
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Assessment, Differentiated instruction, Progress monitoring, Academic supports, Multi-tiered support systems

<p>At the end of year one of the CIWP, staff will evaluate the evidence and effectiveness of MTSS implementation</p>	<p>SLT with all staff</p>	<p>Jul 1, 2016 to Jun 30, 2017</p>	<p>Ongoing communication and dialogue on the overall impact of MTSS on students' learning will determine the professional learning needed in Y2 of the CIWP for MTSS</p>	<p>Not started</p>
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Professional Learning, Collaboration, Leadership and collective responsibility, Effective instruction, Interventions and supports

<p>A MTSS leadership team, comprised of teachers, clinicians, counselors, care team members, and culture and climate members, will be established to lead, coordinate, and communicate all MTSS implementation efforts for the building.</p>	<p>Teachers, Clinicians, Community Partners, Counselors, culture and climate.</p>	<p>Jul 1, 2016 to Jun 30, 2017</p>	<p>MTSS leadership team established</p>	<p>Not started</p>
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MTSS, SEL, Collective responsibility, Teacher leadership, Care team

<p>All grade levels and departments will define, what identifies each tier so that clarity and common language is used to tier students and create realistic goals. Develop and implement a well-supported plan involving evidence-based strategies to attain the goals. Evaluate the effectiveness of the plan in relation to the stated goals.</p>	<p>GL, Culture and Climate, and Department Teams</p>	<p>Jul 1, 2016 to Jun 30, 2017</p>	<p>Grade Level and Department teams will have a common understanding of what defines Tier 1, 2, and 3 and have plans in place to support students in each tier</p>	<p>Not started</p>
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Communication, Shared leadership, Problem solving process, Common language

Grade level leads and Department Chairs will gather timely, accurate, and reliable data for each student based on the goals identified. Data will be collected from multiple sources, including IMPACT, Dashboard, misconduct reports, teacher reports, and state and district assessments. Grade Level and Department teams will tier students using timely, accurate, and reliable data based on the desired goals identified by the Grade Level and Department Team.

GLL, Culture and Climate, and Department teams

Jul 1, 2016 to Jun 30, 2017

Grade Levels and Department teams will tier all students based on the goals. Tier 1 All Students, Tier 2 Some students, Tier 3 few students.

Not started

Interventions, Shared leadership, Data analysis, Data driven instruction, Student academic support

Grade level and Department teams will evaluate the effectiveness of the plan in relation to the stated goals. Review the data and make revisions to the plan based on outcomes. Repeat the data cycle.

GL, Culture & Climate, and Department Teams

Jul 1, 2016 to Jun 30, 2017

Create progress monitoring systems to measure impact of the problem solving process and implementation of MTSS

Not started

Cycles of professional learning, Interventions, Progress monitoring, Data analysis, Data driven instruction, Student academic support

Strategy 4

If we do...

engage in a more meaningful relationship with parents and community members by providing parents and community members with information that will help them truly become our partners to support the educational journey of our students, including post secondary enrollment and persistence

...then we see...

more parents involved with us on a deeper level, partnering us with to support our students educationally (not just behaviorally and/or with attendance), attending more parent engagement events, advocating for our school with other parents, and developing stronger relationships with our teachers and staff

...which leads to...

a) increased academic performance for our students b) increased enrollment and persistence in post secondary institutions c) increased attendance at report card pick up and GL parent nights d) increased student attendance at all grade levels e) increased enrollment as parents become ambassadors for our school with other parents at feeder schools

Tags:

College Access and Persistence, Community, Post secondary supports, Parent involvement, Student attendance, Academic achievement, Attendance interventions, Incoming freshman enrollment rates

Area(s) of focus:

4

Action step

Create a parent engagement plan for current parents per grade level to engage parents in a more meaningful and academic way to increase student achievement

Responsible

Grade level teams led by the GLL

Timeframe

Jul 1, 2016 to Jun 30, 2017

Evidence for status

Parent engagement plans per grade level along with parent engagement plans

Status

Not started

Parental involvement, Academic expectations, Parent engagement, Teacher leadership, Student academic support

Create a recruitment plan that is driven by the recruitment team that works specifically with CAAC schools to increase freshman enrollment in the IB and CTE programs

Recruitment team led by IB Coordinators

Jul 1, 2016 to Jun 30, 2017

Increased 9th grade enrollment by 20% at all CAAC feeder schools to IB and CTE programs

Not started

Parental involvement, Parent engagement, Freshman on-track, High school readiness, Public relations, School expectations, Incoming freshman enrollment rates

Charge the CAAC (Community as a Campus) with creating a recruitment plan to engage parents and school leadership at CAAC schools to increase freshman enrollment in IB and CTE clusters

Community as a Campus Director and Recruitment Team led by IB Coordinators

Jul 1, 2016 to Jun 30, 2017

Increased 9th grade enrollment by 20% at all CAAC feeder schools to IB and CTE programs

Not started

Specialized Academic Programs - CTE, Family and Community Engagement, Ib, Community, Recruitment, Incoming freshman enrollment rates

Teachers will create more frequent opportunities to communicate with parents and families about what students are learning as well as the instructional program, what students are doing well with and where they need academic supports

Grade Level Leads

Jul 1, 2016 to Jun 30, 2017

Increased communication with parents about academics through a grade level parent involvement plan

Not started

Parental involvement, Academic expectations, Teacher leadership, Parent communication, Student academic support

Senior Leadership will work with Parent University staff to create parent engagement programs that meets the needs of our parents to best support our students academically, socially, and behaviorally

Senior Leadership as informed by ILT

Jul 1, 2016 to Jun 30, 2017

Quarterly Parent University "courses" that meets the needs of the parents to support students' academic growth

Not started

Parent engagement, Academic supports, Parent involvement, Community resource sites, School and home, Academic achievement

IB Coordinators will create quarterly parent engagement events for all parents of students who are in the MYP honors and DP/CP cohorts to become aware of the academic expectations of all honors program students

IB Coordinators

Jul 1, 2016 to Jun 30, 2017

Quarterly IB Parent Nights

Not started

Ib, Academic expectations, Ibdp, Ibcp, Ib standards and practices, Myp, Myp personal project

Increase the usage of parent portal by all parents across grade levels to ensure that parents are informed of students' academic progress throughout the school year

Grade Level Leads, Attendance Coordinator, and Tech Coordinator

Jul 1, 2016 to Jun 30, 2017

Increase parent usage of parent portal by 25%

Not started

Parental involvement, Communication, Parent portal, Teacher feedback, Parent communication, Academic performance

Strategy 5

If we do...

create a coherent professional learning plan that is aligned to the school goals and learning needs of our teachers and staff (indicated by REACH ratings, school level data points, teacher input, ILT input, and senior leadership vision and goals)

...then we see...

teachers and staff engaged in meaningful and collaborative professional learning, improved practices (both inside and outside the classroom), more academically and socially-emotionally prepared students, and a staff that is focused on continuous improvement, professional growth, relational trust, and collegial accountability

...which leads to...

a) increased academic achievement for our students, b) increased graduation rates, post secondary enrollment and persistence rates c) a accountable organizational culture among all where data is transparent as it is truly used for school improvement d) high levels of relational trust e) increased leadership and collective responsibility

Tags: Professional Learning, Instructional practices, Leadership and collective responsibility, Relational trust, Professional learning community, College enrollment, 4-year graduation rate, Data-driven culture, Academic achievement, College persistence rates

Area(s) of focus: 5

Action step ?

Create a professional learning plan that addresses the instructional improvement needs of the teaching staff

Responsible ?

Senior Leadership Team in collaboration with the ILT

Timeframe ?

Jul 1, 2016 to Jun 30, 2017

Evidence for status ?

Professional Development Plan is implemented throughout the school year and data points are used to support growth in targeted areas (i.e. REACH scores, curriculum feedback scores, observation, etc...)

Status

Not started

MTSS, Ngss, Student engagement, Rubrics, Unit planning, Formative assessments, Ccss literacy, Ccss math, lb summative assess, Critical thinking, Modeling, Assessment and grading, Technology integration

Create a professional learning plan that addresses the SEL and behavioral needs of the teaching staff and Culture and Climate Team

Senior Leadership in collaboration with the ILT

Jul 1, 2016 to Jun 30, 2017

Professional Development Plan is implemented throughout the school year. Data points are used to support growth in targeted areas (i.e. REACH scores, curriculum feedback scores, observation, etc...) b) reduced number of infractions per grade level c) increased attendance

Not started

Culturally relevant programming, Culture for learning, Behavioral health team, Culture and climate, Student development, Social and emotional learning, Attendance interventions, Behavioral interventions, Student relationship building

Develop the leadership capacity of the ILT to drive capacity development of all colleagues and peers within their sphere of leadership (i.e. grade level leads, department chairs, IB Coordinators, Culture and Climate leads)

SLT

Jul 1, 2016 to Jun 30, 2017

Teams and departments will effectively be implementing school-wide instructional improvement initiatives as well as grade level specific initiatives with fidelity to where practices are notably improved through observational data

On-Track

Accountability, Shared leadership, Collective responsibility, Collaborative teachers, Distributive leadership, Leadership of departments, Leadership of grade levels

Conduct school-wide learning walks and peer observations on a regular and consistent basis using a common lens/language with a locally developed observation tool that addresses school-wide focus areas of improvement

ILT

Jul 1, 2016 to Jun 30, 2017

Teams and Departments will conduct learning walks every 5 weeks and track observational data

Not started

MTSS, Learning walk, Learning objectives, Peer observation, Teacher feedback, Common language, Classroom environment, Collaborative feedback, Effective instruction, Student relationship building

Teachers and staff will facilitate some professional learning experiences throughout the year in order to develop a collegial learning environment in which they will build collective leadership and responsibility for instructional/behavioral/classroom environment improvement among their peers

ILT

Jul 1, 2016 to Jun 30, 2017

Teachers will deliver PD to colleagues at least once a quarter if not more often on school-wide instructional improvement practices

Not started

Professional Learning, Professional development, Leadership and collective responsibility, Peer coaching, Modeling, Transparency, Organizational

Professional learning plan will be created and delivered to all staff on how to create and sustain an effective organizational culture in order to promote continuous improvement throughout the faculty and staff

SLT

Jul 1, 2016 to Jun 30, 2017

Professional Development Plan is implemented throughout the school year and data points are used to support growth in targeted areas (i.e. Professional Responsibilities and instructional improvement)

Behind

Professional Learning, Communication, Accountability, Problem of practice, Problem solving process, Team building, Culture of achievement, Reflective practice, Courageous conv

IB Coordinators will create a professional learning plan that addresses the needs of the school to implement IB with fidelity as well as develop the lens of the MYP Honors and DP/CP cohort teachers

IB Coordinators

Jul 1, 2016 to Jun 30, 2017

Two strands of professional learning will be developed and delivered by the IB Coordinator 1) to full staff on IB practices and 2) with honors and DP teachers to ensure rigor and relevance and fidelity in grading in all honors track classes

Behind

Ib, Ib criteria, Rubrics, Vertical alignment, Myp, Dp, Dp extended essay, Myp personal project, Unit planning, Cp,

IB assessment

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ Department chairs will develop a cohesive department professional development plan focusing on development and implementation of IB & CCSS curriculum and instructional practices - specifically incorporating community engagement, international-mindedness, project-based learning, approaches to learning skills, as well as rigorous academic tasks along with improved assessment practices that include exemplars for excellence</p> <p>Tags: Instruction, Academics, Post secondary, Collaboration, Culturally relevant programming, Academic achievement, Professional Learning, My curriculum</p>	Department Chairs	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Grade-level leads will develop a cohesive grade level professional development plan focusing on development and implementation of IB & CCSS curriculum and instructional practices - specifically incorporating approaches to learning skills, service learning, and interdisciplinary unit collaboration to ensure that DOK levels are increased horizontally</p> <p>Tags: Instruction, Academics, Post secondary, Collaboration, Culturally relevant programming, Academic achievement, Professional Learning, AtI skills</p>	Grade Level Leads	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ The Curriculum Coordinator will develop a cohesive writing and professional development plan for teachers to be implemented in the English and Social Science departments that ensures that writing skills are horizontally/vertically aligned and scaffolded for increased rigor/expectations along with exemplars of what quality writing looks like across the 4 year continuum</p> <p>Tags: Instruction, Academics, Post secondary, Collaboration, Culturally relevant programming, Academic achievement, Post secondary supports, Writing curriculum</p>	Curriculum Coordinator	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Teachers (led by ILT members) will conduct non-evaluative observations with standardized protocol to deliver feedback to colleagues quarterly.</p> <p>Tags: Instruction, Academics, Post secondary, Collaboration, Culturally relevant programming, Academic achievement, Teacher feedback, Peer to peer observations</p>	ILT members, teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Department chairs will provide standardized and routinized feedback given to teachers based on formative and summative assessment planning evidenced in unit planners and observed lessons.</p> <p>Tags: Instruction, Academics, Post secondary, Collaboration, Culturally relevant programming, Academic achievement, Feedback, Instructional planning</p>	Department chairs, IB Coordinators	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ IB Coordinators will review all units and provide feedback, guidance, and assistance in a one-on-one meeting with regards to community engagement. IB Coordinators will connect teachers new to the building with community partners and agencies that are relevant to their topic of study and assist in creating community-based projects for our students to be involved in.</p> <p>Tags: Instruction, Academics, Post secondary, Collaboration, Culturally relevant programming, Academic achievement, Culturally relevant, Community based learning, Community partnerships</p>	IB Coordinators	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Senior Leadership Team and IB Coordinators will create systems and structures to ensure that formative and summative assessment practices are happening in order to ensure that instruction is aligned to students' needs (both enrichment and remediation).</p> <p>Tags: Instruction, Academics, Post secondary, Collaboration, Culturally relevant programming, Academic achievement, Academic supports, Assessment, Academic mtss</p>	SLT and IB Coordinators	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ SLT and ILT members will create professional learning sessions in which teachers will begin to unpack IB and CCSS rubrics in order to ensure that there is an alignment between instruction and assessment along with fidelity to grading practices.</p> <p>Tags: Instruction, Academics, Post secondary, Collaboration, Culturally relevant programming, Academic achievement, Assessment, Assessment design, Balanced assessment</p>	SLT & ILT	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Instructional Leadership Team will meet weekly to support the development of Instructional Leadership members to lead all school-wide initiatives to address all school wide SQR metrics and school and community related needs. Team will focus on creating a culture of collective ownership among the staff to lead all school related needs.</p> <p>Tags: Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates, Instructional leadership team, Leadership and collective responsibility, Instructional support, Teacher support, Intervention support, Leadership of departments, Leadership of grade levels, Culture and climate leadership</p>	Senior Leadership Team	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ IB MYP Coordinator and DP/CP Coordinator will meet weekly to ensure they are developing and supporting department chairs, teachers, and staff to support implementation of IB pedagogy and practice. IB Coordinators will lead school-wide support to ensure teachers are engaging students in rigorous, meaningful tasks and the critical thought that aligns with IB pedagogy which includes ATL skills and rubrics.</p> <p>Tags: Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates, Academic expectations, Collective responsibility, Ib standards and practices, Curriculum planning, Curriculum alignment, Ib summative assess</p>	Senior Leadership Team and MYP/DP Coordinator Department Chairs	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Department chairs will meet weekly with their departments to support teachers with instructional improvement as well as development and academic interventions. Department chairs will meet routinely with their team members and course teams to support instructional best-practice implementation and classroom support while taking into account the vertical/horizontal articulation of course plans. Additionally, they will support the development of course team plans. Course team plans will include the implementation of DOK levels 1-4 as well as the inclusion of formative and summative data to guide accommodations and modifications for all students.</p> <p>Tags: Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates, Curriculum Design, Instructional Coaching, Instructional practices, Culture of learning, Formative assessment, Data driven instruction, Student achievement, Defferentiation, Student academic support, Course planning</p>	Senior Leadership Team, MYP/DP Coordinator, Department Chairs, ILT	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Grade level teams meet twice a week to support student and teacher interventions and implementation of DOK levels 1-4 during classroom instruction. Grade level leads will support teachers in owning grade-level metrics and specific areas of needs based on grade levels.</p> <p>Tags: Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates, Curriculum Design, Instructional Coaching, Post secondary supports, Service learning, Freshman on-track, Student achievement, Sophomore on track, 4-year graduation rate, Course planning, Instructional interventions, Attendance interventions, Behavioral interventions, Junior on-track rate</p>	Senior Leadership Team, Grade Level Leads, and ILT	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Culture and Climate will support staff in deescalation practices and improved student relationship. Culture and Climate will support teachers and staff restorative process to ensures students are restored back into the educational environment. C&C team will conduct professional development to support teacher in building relationships with students, teaching deescalation practices, restorative practices and peace circles. Culture and Climate will guide GL teams regarding attendance intervention and data analysis of attendance and grades.</p> <p>Tags: Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates, Classroom management, Peace circles, Attendance plan, Restorative practices, Student development, Attendance contracts, Attendance rate, Student infraction data, Student code of conduct, Bag report, Student relationship building</p>	Senior Leadership Teams, Deans, counselors, and ILT	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Development of Post-Secondary leadership to create culture among the post-secondary coach, counselors, staff, and partners to improve post-secondary exposure and readiness to ensure students enroll and persist in college immediately after graduation. The Post-Secondary Leadership team will meet quarterly regarding partner cohorts, post-secondary plans and out reach to parents. Senior Seminar team will meet weekly to ensure students are given individual support in creating realistic post-secondary plans based on student academic data.</p> <p>Tags: Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates, College Access and Persistence, Post secondary supports, College and career, College enrollment, College persistence rates, Senior seminar, College readiness</p>	Senior Leadership Team, Post Secondary partners, Post Secondary coach, counselor, and ILT	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>➤ Staff will be able to support school wide community initiatives to create a greater ownership of school and continue to change the perception within the community in order to increase freshman enrollment.</p> <p>Tags: Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates, Community events, Community partnerships, Community resources, Incoming freshman enrollment rates, School enrollment</p>	Senior Leadership team ILT, Community as a Campus	Jul 1, 2016	Jun 30, 2017	Not started
<p>➤ ILT will create protocols within their grade level and department teams to create systems of collegial accountability as well as increase the transparency of data and improvement of practice to increase student achievement</p> <p>Tags: Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates, Collective responsibility, Collaborative teachers, Growth mindsets, Communications</p>	ILT members	Jul 1, 2016	Jun 30, 2017	Not started
<p>➤ LSC and CAAC will assume some level of responsibility in working with feeder schools to increase IB and CTE enrollment by working with CAAC Principals and parents/LSC's</p> <p>Tags: Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates, Lsc, Enrollment, Collective responsibility, Community partnerships</p>	LSC and CAAC	Jul 1, 2016	Jun 30, 2017	Not started
<p>➤ Senior Leadership Team will continue to support the staff with professional learning on the importance of healthy organizational cultures and professional learning communities</p> <p>Tags: Attendance, Reach, Academic expectations, Accountability, Grade level teams, Academic rigor, Leadership and collective responsibility, Department meetings, Academic support, 5 essentials, 4-year graduation rate, Academic mtss, Academic achievement, College persistence rates, Professional Learning, Accountability, Collaboration, Distributed leadership, Discourse, Collective responsibility, Teacher leadership</p>	SLT	Jul 1, 2016	Jun 30, 2017	Not started
<p>➤ Staff will begin to build a culture for MTSS that starts with developing an understanding of how MTSS works to support students</p> <p>Tags: MTSS, SEL, Professional development, Differentiated instruction, Progress monitoring, Student learning, Students success, Multiple measures of assessment, MTSS, Core Instruction, Progress monitoring, Problem solving process</p>	ILT, Dept Chairs	Jul 1, 2016	Jun 30, 2017	Not started
<p>➤ Grade level teams will use the problem solving process in supporting students with SEL and behavioral issues</p> <p>Tags: MTSS, SEL, Professional development, Differentiated instruction, Progress monitoring, Student learning, Students success, Multiple measures of assessment, Professional Learning, Interventions, Sel mts, Problem solving process</p>	All staff but led by ILT and SEL team members	Jul 1, 2016	Jun 30, 2017	Not started
<p>➤ Departments will use MTSS, data systems, protocols, (i.e. the problem solving process) to deliver and monitor high-quality core instruction aligned to CCSS and IB objectives</p> <p>Tags: MTSS, SEL, Professional development, Differentiated instruction, Progress monitoring, Student learning, Students success, Multiple measures of assessment, Interventions, Data analysis, Data driven instruction, Professional learning community</p>	Department chairs	Jul 1, 2016	Jun 30, 2017	Not started
<p>➤ Departments and Grade Level Teams will create tiers of students based upon stated areas in need of support and provide the appropriate MTSS strategies to support student learning and academic growth</p> <p>Tags: MTSS, SEL, Professional development, Differentiated instruction, Progress monitoring, Student learning, Students success, Multiple measures of assessment, Assessment, Differentiated instruction, Progress monitoring, Academic supports, Multi-tiered support systems</p>	ILT members	Jul 1, 2016	Jun 30, 2017	Not started
<p>➤ At the end of year one of the CIWP, staff will evaluate the evidence and effectiveness of MTSS implementation</p> <p>Tags: MTSS, SEL, Professional development, Differentiated instruction, Progress monitoring, Student learning, Students success, Multiple measures of assessment, Professional Learning, Collaboration, Leadership and collective responsibility, Effective instruction, Interventions and supports</p>	SLT with all staff	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ A MTSS leadership team, comprised of teachers, clinicians, counselors, care team members, and culture and climate members, will be established to lead, coordinate, and communicate all MTSS implementation efforts for the building.</p> <p>Tags: MTSS, SEL, Professional development, Differentiated instruction, Progress monitoring, Student learning, Students success, Multiple measures of assessment, MTSS, SEL, Collective responsibility, Teacher leadership, Care team</p>	Teachers, Clinicians, Community Partners, Counselors, culture and climate.	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ All grade levels and departments will define, what identifies each tier so that clarity and common language is used to tier students and create realistic goals. Develop and implement a well-supported plan involving evidence-based strategies to attain the goals. Evaluate the effectiveness of the plan in relation to the stated goals.</p> <p>Tags: MTSS, SEL, Professional development, Differentiated instruction, Progress monitoring, Student learning, Students success, Multiple measures of assessment, Communication, Shared leadership, Problem solving process, Common language</p>	GL, Culture and Climate, and Department Teams	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Grade level leads and Department Chairs will gather timely, accurate, and reliable data for each student based on the goals identified. Data will be collected from multiple sources, including IMPACT, Dashboard, misconduct reports, teacher reports, and state and district assessments. Grade Level and Department teams will tier students using timely, accurate, and reliable data based on the desired goals identified by the Grade Level and Department Team.</p> <p>Tags: MTSS, SEL, Professional development, Differentiated instruction, Progress monitoring, Student learning, Students success, Multiple measures of assessment, Interventions, Shared leadership, Data analysis, Data driven instruction, Student academic support</p>	GLL, Culture and Climate, and Department teams	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Grade level and Department teams will evaluate the effectiveness of the plan in relation to the stated goals. Review the data and make revisions to the plan based on outcomes. Repeat the data cycle.</p> <p>Tags: MTSS, SEL, Professional development, Differentiated instruction, Progress monitoring, Student learning, Students success, Multiple measures of assessment, Cycles of professional learning, Interventions, Progress monitoring, Data analysis, Data driven instruction, Student academic support</p>	GL, Culture & Climate, and Department Teams	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Create a parent engagement plan for current parents per grade level to engage parents in a more meaningful and academic way to increase student achievement</p> <p>Tags: College Access and Persistence, Community, Post secondary supports, Parent involvement, Student attendance, Academic achievement, Attendance interventions, Incoming freshman enrollment rates, Parental involvement, Academic expectations, Parent engagement, Teacher leadership, Student academic support</p>	Grade level teams led by the GLL	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Create a recruitment plan that is driven by the recruitment team that works specifically with CAAC schools to increase freshman enrollment in the IB and CTE programs</p> <p>Tags: College Access and Persistence, Community, Post secondary supports, Parent involvement, Student attendance, Academic achievement, Attendance interventions, Incoming freshman enrollment rates, Parental involvement, Parent engagement, Freshman on-track, High school readiness, Public relations, School expectations, Incoming freshman enrollment rates</p>	Recruitment team led by IB Coordinators	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Charge the CAAC (Community as a Campus) with creating a recruitment plan to engage parents and school leadership at CAAC schools to increase freshman enrollment in IB and CTE clusters</p> <p>Tags: College Access and Persistence, Community, Post secondary supports, Parent involvement, Student attendance, Academic achievement, Attendance interventions, Incoming freshman enrollment rates, Specialized Academic Programs - CTE, Family and Community Engagement, Ib, Community, Recruitment, Incoming freshman enrollment rates</p>	Community as a Campus Director and Recruitment Team led by IB Coordinators	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Teachers will create more frequent opportunities to communicate with parents and families about what students are learning as well as the instructional program, what students are doing well with and where they need academic supports</p> <p>Tags: College Access and Persistence, Community, Post secondary supports, Parent involvement, Student attendance, Academic achievement, Attendance interventions, Incoming freshman enrollment rates, Parental involvement, Academic expectations, Teacher leadership, Parent communication, Student academic support</p>	Grade Level Leads	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Senior Leadership will work with Parent University staff to create parent engagement programs that meets the needs of our parents to best support our students academically, socially, and behaviorally</p> <p>Tags: College Access and Persistence, Community, Post secondary supports, Parent involvement, Student attendance, Academic achievement, Attendance interventions, Incoming freshman enrollment rates, Parent engagement, Academic supports, Parent involvement, Community resource sites, School and home, Academic achievement</p>	Senior Leadership as informed by ILT	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ IB Coordinators will create quarterly parent engagement events for all parents of students who are in the MYP honors and DP/CP cohorts to become aware of the academic expectations of all honors program students</p> <p>Tags: College Access and Persistence, Community, Post secondary supports, Parent involvement, Student attendance, Academic achievement, Attendance interventions, Incoming freshman enrollment rates, Ib, Academic expectations, Ibdp, Ibcp, Ib standards and practices, Myp, Myp personal project</p>	IB Coordinators	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Increase the usage of parent portal by all parents across grade levels to ensure that parents are informed of students' academic progress throughout the school year</p> <p>Tags: College Access and Persistence, Community, Post secondary supports, Parent involvement, Student attendance, Academic achievement, Attendance interventions, Incoming freshman enrollment rates, Parental involvement, Communication, Parent portal, Teacher feedback, Parent communication, Academic performance</p>	Grade Level Leads, Attendance Coordinator, and Tech Coordinator	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Create a professional learning plan that addresses the instructional improvement needs of the teaching staff</p> <p>Tags: Professional Learning, Instructional practices, Leadership and collective responsibility, Relational trust, Professional learning community, College enrollment, 4-year graduation rate, Data-driven culture, Academic achievement, College persistence rates, MTSS, Ngss, Student engagement, Rubrics, Unit planning, Formative assessments, Ccss literacy, Ccss math, Ib summative assess, Critical thinking, Modeling, Assessment and grading, Technology integration</p>	Senior Leadership Team in collaboration with the ILT	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Create a professional learning plan that addresses the SEL and behavioral needs of the teaching staff and Culture and Climate Team</p> <p>Tags: Professional Learning, Instructional practices, Leadership and collective responsibility, Relational trust, Professional learning community, College enrollment, 4-year graduation rate, Data-driven culture, Academic achievement, College persistence rates, Culturally relevant programming, Culture for learning, Behavioral health team, Culture and climate, Student development, Social and emotional learning, Attendance interventions, Behavioral interventions, Student relationship building</p>	Senior Leadership in collaboration with the ILT	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Develop the leadership capacity of the ILT to drive capacity development of all colleagues and peers within their sphere of leadership (i.e. grade level leads, department chairs, IB Coordinators, Culture and Climate leads)</p> <p>Tags: Professional Learning, Instructional practices, Leadership and collective responsibility, Relational trust, Professional learning community, College enrollment, 4-year graduation rate, Data-driven culture, Academic achievement, College persistence rates, Accountability, Shared leadership, Collective responsibility, Collaborative teachers, Distributive leadership, Leadership of departments, Leadership of grade levels</p>	SLT	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ Conduct school-wide learning walks and peer observations on a regular and consistent basis using a common lens/language with a locally developed observation tool that addresses school-wide focus areas of improvement</p> <p>Tags: Professional Learning, Instructional practices, Leadership and collective responsibility, Relational trust, Professional learning community, College enrollment, 4-year graduation rate, Data-driven culture, Academic achievement, College persistence rates, MTSS, Learning walk, Learning objectives, Peer observation, Teacher feedback, Common language, Classroom environment, Collaborative feedback, Effective instruction, Student relationship building</p>	ILT	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Teachers and staff will facilitate some professional learning experiences throughout the year in order to develop a collegial learning environment in which they will build collective leadership and responsibility for instructional/behavioral/classroom environment improvement among their peers</p> <p>Tags: Professional Learning, Instructional practices, Leadership and collective responsibility, Relational trust, Professional learning community, College enrollment, 4-year graduation rate, Data-driven culture, Academic achievement, College persistence rates, Professional Learning, Professional development, Leadership and collective responsibility, Peer coaching, Modeling, Transparency, Organizational</p>	ILT	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Professional learning plan will be created and delivered to all staff on how to create and sustain an effective organizational culture in order to promote continuous improvement throughout the faculty and staff</p> <p>Tags: Professional Learning, Instructional practices, Leadership and collective responsibility, Relational trust, Professional learning community, College enrollment, 4-year graduation rate, Data-driven culture, Academic achievement, College persistence rates, Professional Learning, Communication, Accountability, Problem of practice, Problem solving process, Team building, Culture of achievement, Reflective practice, Courageous conv</p>	SLT	Jul 1, 2016	Jun 30, 2017	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ IB Coordinators will create a professional learning plan that addresses the needs of the school to implement IB with fidelity as well as develop the lens of the MYP Honors and DP/CP cohort teachers</p> <p>Tags: Professional Learning, Instructional practices, Leadership and collective responsibility, Relational trust, Professional learning community, College enrollment, 4-year graduation rate, Data-driven culture, Academic achievement, College persistence rates, Ib, Ib criteria, Rubrics, Vertical alignment, Myp, Dp, Dp extended essay, Myp personal project, Unit planning, Cp, Ib assessment</p>	IB Coordinators	Jul 1, 2016	Jun 30, 2017	Behind

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 these 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 I/SW].

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

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.

Requiring an email address as a form of contact from Parents during school registration as a way to keep them updated on all school meetings, functions, etc. Additionally, we will encourage parents to join the Clemente facebook page, parental portals and to use the Clemente Website for up to date information. The school will also host the PAC Annual/Informational meeting, PAC Organizational meeting, and PAC meetings that are led and driven by the PAC President.

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

School registration packets should offer all the information and the Annual meetings, ie: Title 1 (PAC Annual meeting held on 17 Oct 2016) and Title 1 PAC Organizational Meeting's should be held within the first 30 days of the new school year. (PAC Organizational Meeting held on, 11 Nov 2016).

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

Informational packet a school registration and a parent information night as a requirement of school registration.

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.

Having four scheduled parent/teacher student meetings a year, ie: quarterly for each grade level so that information is appropriate to the grade level parents and families. The school will then implement, where and when appropriate, the suggestions of parents and families. The school will also utilize Parent University in order to support the needs of our parent community.

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.

This will be addressed through home mailings of all reports and access to the reports via the parent portal. Report cards are distributed to parents 2x per district policy and calendar.

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.

This will be accomplished via home mailings of notices, per CPS and ISBE policy.

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.

Parent informational meeting will be held at the beginning of the school year and quarterly by grade level so that information is relevant to parent population being addressed. Parent University will also be used as a resource.

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.

Two parent informational meetings a year, one at the beginning and another mid way through the year, as well as targeted meetings for IB Honors/DP parents so that parents have specific information related to those programs.

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.

Parent teacher conferences should be held four times a year, one for every quarter report to keep parents updated on their child's progress. Mailings of reports to be sent home and a scheduled meeting, if necessary academically.

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.

Twice a year seminars involving parents to participate in their children's education, by implementing instruction on the use of parent portal and quarterly parent/teacher meetings. School will also use Parent University as a resource for parental involvement and to increase participation in the curriculum and instruction being provided to students.

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.

This will be accomplished through email, home mailings, parent portal. All information to be sent in English and Spanish.

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.)

Roberto Clemente Community Academy's mission is to facilitate academic and personal growth, to inspire internal motivation and to develop problem solving skills in all students. Through rigorous, innovative and differentiated curriculum, students will be empowered to be inquirers and lifelong learners who are college and career ready.

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.

Four times a year, one for each quarter. Two are the district scheduled days and two are grade level specific parent nights.

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

Home mailings, email and parent portal. Parent portal id's and passwords, given out the first week of school.

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

Four times a year, each quarter or a requested meeting. Teachers and staff will be available to parents via phone, email, text, and in person conferences as requested.

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

Parents need to actively check the school website and school social media communication for opportunities. Parents may also use Parent University as a resource to increase their own knowledge and participation in the school community.

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

Parent portal should be kept up to date daily. Syllabi will be sent home by each teacher and updated at the semester so that parents and families are aware of how they can support academic achievement

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

Joining the LSC and attending regular monthly meetings, PAC meetings, and grade level parent nights. Parents are also free to communicate with teachers, staff, and administration via email or phone regularly if desired.

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 should be required to check their student portal daily and attend an organizational seminar ie: Freshman Orientation, Sophomore etc. in the first month of school. Athletics, clubs, and school activities are available for all students to participate in and become involved as well as Grade Level Counsels that consult with the Administrative team

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 goals of the RCCA Parent Involvement plan are to a) increase parental involvement and awareness at all grade levels of the IB pedagogical framework so that students are more successful academically and therefore increase post secondary enrollment and persistence b) to increase community and parental engagement so that we can increase enrollment of 9th graders in the IB program and c) to increase parental involvement with their students to better support them socially-emotionally so that students are more academically successful and therefore prepared for post secondary education, careers, and life

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.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	950 .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)	\$	1020 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount .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.	\$	Amount .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.	\$	Amount .00
53510	Postage Must be used for parent involvement programs only.	\$	1500 .00
53306	Software Must be educational and for parent use only.	\$	Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	1000 .00