Theodore Roosevelt High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/23/2018	Dan Kramer, Eric Steinmiller, Juliet Lauro-Geruso	Developing Team and reviewing CIWP Writing Plan

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

> 65% of staff agree that school programs come and go at this school (5 Essentials 2017)
> PD Calendar is based on 3 priorities that is shared with staff and referred to throughout the school year
> Surveys staff on PD and leadership effectiveness and reflects and revises based on results
> Weekly Rider Reports are sent every week to update and inform staff
> MTSS Reports go out weekly for staff
> According to 2017 5 Essentials, 52% of staff members disagree that once a program is started there is follow-up to see if it is working
> Based on 2017 5 Essentials Survey, 74% of teachers agree that Admin communicates a clear vision for our school
> Based on 2017 5 Essentials Survey, 75% of teachers agree that a member of the school's leadership makes clear to the staff the leadership's expectations for meeting instructional goals
> Collective Responsibility (Based on 2017 5 Essentials Survey)
> 46% of teachers feel that most or nearly all teachers feel responsible when students fail
> 67% of teachers say most or nearly all teachers help maintain discipline in the entire school - not just their classroom
> 75% of teachers say they feel most or nearly all teachers take responsibility for improving the school
> Teacher led PDs on PD days and cluster periods

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.

- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 3 4

> According to submitted agendas the ILT meets bi-weekly regularly
> Department meeting agendas are submitted and feedback is brought back to ILT
> ILT led teachers through 1st peer-observation cycle?
>
> The ILT went through a "make-over" during the summer. In the past the ILT did not have a direction or clear purpose - the work seemed to bleed into the work of the Culture and Climate team. When we met in the summer, we established a clear purpose and set norms for the team. Development of this team is still a work in progress. We do meet regularly with a clear agenda and objectives, but our task has been leading department through peer observations cycles and SAT work.

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

Professional Learning:

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

Score

1 **2** 3 4

- Year-long PD Calendar created for each team
- Survey was given to teachers before break about wanted PDs and followed up with Teacher led PD sessions based on the survey results
- Peer observations scheduled to happen each quarter but is still in the development stages (92% of teachers completed one peer-observation 2nd quarter)
- Based on 2017 5 Essentials Survey, 65% of teachers agree that leadership provides them with useful feedback to improve learning
- Based on 2017 5 Essentials Survey, 73% of teachers agree that they are pressed to use what they have learned in PD
- Principal directs periods are assigned times for TCTs, Departments, and MTSS giving teachers time to collaborate
- Based on 2017 5 Essentials Survey, 66% of teachers agree leadership provides them with the support they need to improve their practice
- Based on 2017 5 Essentials Survey, 55% of teachers agree that they are given enough time to think carefully about, try, and evaluate new ideas

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

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

When hiring for a teacher position, department heads and teachers are asked to participate and follow the protocol for candidate questioning
List of School-Community Partners:
Gear-Up; diverse school supports and post-secondary prep
Northeastern Illinois University; Gear-Up partner, supports teacher with professional development and afterschool programming for students
Afterschool Matters; Provides after school programming for students
Communities in Schools; educational experiences for students, often involving outside school experiences and field trips

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

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

Score

1 **2** 3 4

> According to submitted agendas 50% of TCTs meet every week to collaborate on unit plans
> Teachers are asked to the UbD method for creating unit plans that focus on essential understandings; based on submitted unit plans, 62% of teachers submit updated unit plans
> SS: units tend to go longer than expected; need to work in TCTs on pacing more efficiently
> SS: horizontal and vertical alignment are in early stages; some conversation within department but nothing specific articulated
> SS: essential understandings are in UbD plans and conveyed to students at the start of and during the course of units; UbD plans also include language goals (reading/writing/speaking) separate from content goals
> Science: UBD's do not contain three dimensional learning practices (Practices, Crosscutting Concepts, Disciplinary core ideas)
> SS: culturally relevant exploration of American identity in US History, i.e. Native Americans, Latino Americans, Asian Americans, European Americans, African Americans
> SS: meaningful project-based learning in Civics/Law, i.e. mock trial, serving as election judges
> World Studies and English I cross-curricular unit as part of service learning project was implemented in SY17 (and SY18)
> Eng.: TCTs have common units created, but not all teachers within TCTs follow those units
> DL: Self-Contained teachers are often teaching different content and not entirely the same skills as Gen. Ed. classes
> IEP goals are not aligned to gradebook
> Core Course Teachers are working on aligning their curriculum to the SAT Skill Insights - SAT Planning Days

Guide for Curriculum

- ○
  - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- ○ **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- ○ **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- ○ **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.

- Advanced learners to extend core knowledge and skills.
  - **Integrate academic and social emotional learning.**
  - **Connection to real world, authentic application of learning. For example,**
    - Provide opportunities for meaningful project-based learning.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum	

Instructional Materials:

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

Score

1   2   **3**   4

> Zero percent of science textbooks are aligned with NGSS
> School wide need for Chromebook Carts
> Bulbs on projectors and rovercarts are starting to burnout.
> SS: classes use hands-on materials on loan from Field Museum (artifacts from native cultures) and First Division Museum (soldier uniforms from various wars)
> SS: several teachers in dept use GoogleClassroom to support learning and for project completion (group PPT presentations, multiple drafts of essays), AP class uses InQuizitive, an adaptive assessment tool on the companion website for the textbook
> SS and Eng.: folders on google drive for some TCTs contain resources (activities, pacing guides, etc.) for teacher use; team members contribute additional activities as they get developed
> SS: Upfront current events magazine and brainpop are used by several teachers in the department
> Eng.: All teachers have set up GoogleClassroom and Khan Academy. All teachers have learned how to connect KA with College Board to allow for Personalized Practice.
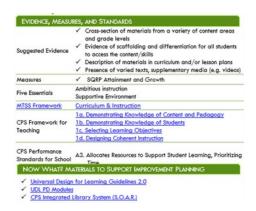> Eng.: Several teachers partner with outside organizations (Dept. of Literacy's I Am Not Your Perfect Mexican Daughter project) and apply for Units for Books through GEAR UP (Long Way Down, I Am Not Your Perfect Mexican Daughter, last year Chains) and received free books to give away before student breaks in 2017 and 2018 (RIF)

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.

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

Evidence, Measures, and Standards

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

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

Score

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)

1 2 3 4

71% of students believe their classes challenge them
SS and Eng.: Multiple drafts (i.e. essays) completed by students to show improvement
SS and Eng.: Some teachers use RA strategies to help students practice close reading, "talk to the text," annotate text, pose questions/make connections to other knowledge, use context clues for vocab decoding
SS: SHEG (Stanford History Education Group) and DBQ Project resources used in World Studies and US History--students work with primary and secondary sources to build evidence-based arguments
SS: History Fair--"authentic work for real audiences," Civics/Law projects, i.e. Mock trial, serving as election judges
Eng. 1/World Studies: Human Rights Expo = very authentic performance assessment (students research chosen human rights violations happening at present and present their research to each other and community groups)
SS and Eng.: most TCTs are not routinely analyzing student work to build a vision of quality
Based on the 2017 5 Essentials Survey, 75% of teachers expect their students to go to college.

Based on the 2017 5 Essentials Survey, 58% of students feel that teachers ask difficult questions in class
Based on the 2017 5 Essentials Survey, 68% of students agree their class is challenging

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work	

Transitions, College & Career Access & Persistence:

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

Score

1 **2** 3 4

87% of students agree that teachers at Roosevelt make sure that all students are planning for life after graduation
Post-secondary Leadership Team (PLT) meets bi-weekly with agendas
Monthly college/career related field-trips take place
Ex: Business/Account career, College Fair, College visits
88% of our seniors have applied to at least one college
(55.6% have applied to 3+)
52.2% of our seniors have applied to a Match college
67.2% of our seniors have be accepted to a college
(14.6% is a four-years college)
$2,663,600 in documented scholarship awards (Jan 2018)
FAFSA on Dashboard: Completed: 132 (58%), Submitted: 17 (7%) Not-Completed: 79(35%)
FAFSA internal: Completed: 157 (67.9%) and 29 (12.5%) who are not eligible to complete the form
Based on the 2017 5 Essentials Survey, 87% of students agree that teachers make sure that all students are plannning for life after graduation

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**

- Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
- Monitor the progress of English learners after transition from services.
- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
        - Expand access beyond students who are struggling academically.
        - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
    - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.
    - Equipping students and families with persistence strategies. (College Persistence Toolkit)
    - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ 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	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials	
Five Essentials	Ambitious Instruction	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement	
CPS Framework for Teaching	2b. Establishing a Culture for Learning	
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort	

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard	✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK 17

Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other

1 **2** 3 4

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.

Five Essentials 2017- (2016-17 At -A-Glance Illinois Report Card)
Scored "Average" in Ambitious Instruction, & Supportive Environment, scored "Less" in effective leadership with five different principals and 10 different assistant principals in last 5.5 years,
0% of students exceeded standards & only 10% meet standards from SAT results indicating only 10% are ready for "next level"

Informational observations, peer observations, learning walks all in beginning stages - every teacher has completed at least 1 peer observation

Practice of Formal Lesson studies appears to be lacking in evidence

Lack of evidence of resources for differentiated reading instruction--leveled readings, reading programs. More evidence for accommodations to make up for lack of skills rather than opportunities to build fluency & comprehension

TCTs meet weekly to share best practices and create unit plans

Based on REACH Scores 66% of our teachers are proficient in Domain 3b (Questioning and Discussion) - 24% of teachers received basic ratings

Based on the 2017 5 Essentials Survey, 86% of students report they sometimes to always participate in class discussion at some point

Based on the 2017 5 Essentials Survey, 51% of students report they are asked to improve a piece of writing at least once a week.

Based on the 2017 5 Essentials Survey, 57% pf students report they are asked to explain how writers use tools like symbolism and metaphor to communicate meaning

Based on the Reach Observation Ratings 56% of teachers observed were proficient in flexibility - 8% were distinguished

Based on the Reach Observation Ratings 65% of teachers received Proficient in Domain 3d - 27% of teachers received a Basic or lower rating

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	

CPS SCHOOL EXCELLENCE FRAMEWORK   18

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

IEP goals are not aligned to gradebook assignments

Inconsistency in curriculum within core classes for diverse students

Need to work on communicating learning progress to parents; gradebook is not consistently checked, and many teachers do not reach out to parents

Grades are not updated weekly by all teachers

SS and Eng.: Some common assessments are used by TCTs, but they are not always directly aligned to standards or calibrated for scoring

SS: teachers allow extended time, as needed, for DL and ESL students to finish assignments; some choices in how students present their findings

SS and Eng.: same % breakdown in gradebook for categories (practice/prep, formative assessment, summative assessment)

Eng.: Discussion is happening now about moving to a higher percentage for Summative Assessments to scaffold to college grading practices

Based on the Reach Observation Ratings 65% of teachers received Proficient in Domain 3d - 27% of teachers received a Basic or lower rating
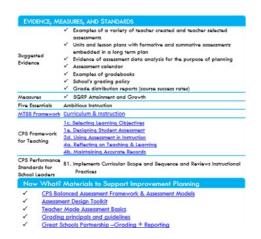
Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).

- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership --Grading + Reporting	

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

Hoping Dr. S drops evidence here

BHT team meets regularly and has process for referring students that was clearly described in professional development to staff

No more formal tutoring interventions during scheduled lunches

Posted rules/expectations in over 90% of classrooms

No criteria for Tier 2 and Tier 3 students

Tier 1-Universal Interventions-Behavioral
· Town Halls for students and parents including successful tips & grade level contracts
· Positive Classroom Management PDs to all staff, STOIC, Classroom Mgmt 101; 3:1 ratio; responding to defiance & disrespect video discussion; Dodging the Power Struggle; Ghost Walk for physical classroom environment observations
· Teachers model Proactive Social Skills
· Restorative Practices PDs to all staff, teacher-student discussion protocols
· PBS/Foundations/DSC/CHAMPs or other posted rules/expectations in more than 90% of classrooms

Tier 1-Universal Interventions- Academic
· Common Core standards alignment implemented into unit plans but not consistently and appropriately practiced
· Next Generation Science Standards in beginning stages of alignment & implementation of practices
· Evidence-based Instructional Strategies utilized in most classrooms, including clear learning goals, understanding checks, ample practice time, clear and specific feedback, nurturing meta-cognition
· Co-teaching models-majority are one teach-one assist model
· Differentiated Instruction

Tier 2-Targeted Interventions-Behavioral
· Wrap-around meetings
· Guidance counseling
· In School Suspension (ISS) with SEL opportunities
· Check-In/Check-outs
· Polished Pebbles, BAM
· Peace Ambassadors program emerging

Tier 2 Targeted Interventions- Academic
· GearUp tutoring
· Departmental tutoring (informal and inconsistent)
· Regular MTSS meetings to identify targeted groups of students, plans for interventions
Tier 3-Individualized and Intensive Interventions-Behavioral
· BHT referral
· APCS one-on-one counseling
· Social work referral
· Behavioral contracts
· Crisis Intervention Protocols
· FBA/BIP

Tier 3-Individualized and Intensive Interventions-Academic
· Individualized Education Plans
· Alternative program recommendations

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.

- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1   2   **3**   4

Based on the 5 Essentials Survey 86% of students agree that their teachers make sure that they stay in school

Based on the 5 Essentials Survey, 89% of students agree that teachers work hard to make sure that all students are learning

Based on the REACH Observation ratings, 27% of teachers received a Distinguished in Domain 2b (Creating a Culture for Learning) 51% of teachers received a Proficient rating, and 21% received a Basic Rating

Based on Reach Observation ratings, 70.1% of teachers received a Proficient rating and 21% of Teachers received a Distinguished rating

Five Essentials 2017- (2016-17 At -A-Glance Illinois Report Card)

Based on the 2017 5 Essentials Survey, 49% of students report of having the opportunity to rewrite a paper or essay based on responses happening once to twice a month or less.

Scored "Average" in Ambitious Instruction, Collaborative Teachers, & Supportive Environment, but 0% exceeded standards & only 10% meet standards from SAT results indicating only 10% are ready for "next level"

Lack of evidence of resources for differentiated reading instruction--leveled readings, reading programs. More accommodations to make up for lack of skills rather than opportunities to build fluency & comprehension

NGSS framework in early stages of implementation

Samples of individual student learning goals available for all DLs with IEPs

Work evidence of rigorous student tasks inconsistent

SEL lacking in evidence

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
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
	✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors

Relational Trust:

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

Five Essentials 2017- (2016-17 At -A-Glance Illinois Report Card)
Scored "Average" in Collaborative Teachers & Supportive Environment

School Climate Standards Self-Assessment results:
Student-Student Relationships--
68% of staff strongly agree or agree that Students show empathy and respect for each other
58% of staff strongly agree or agree that Students resolve conflicts peacefully in both the classroom and during unstructured time
84% of staff strongly agree or agree that Adults intentionally create opportunities for students to socialize, build positive relationships and resolve conflicts peacefully
Staff-Staff Relationships--
90% of staff strongly agree or agree that Adults in the school model the behavioral expectations set forth for students
86% of staff strongly agree or agree that Staff members willingly and effectively collaborate to improve their own practice and the school as a whole
84% of staff strongly agree or agree that Staff members feel supported and respected by one another personally and professionally
Staff-Student Relationships;-
97% of staff strongly agree or agree that Adults in the building show care and respect for students through daily positive, supportive, personalized interactions
88% of staff strongly agree or agree that Adults frequently acknowledge students for their positive contributions to the school community
88% of staff strongly agree or agree that Students report feeling connected with at least one adult who knows him/her and provides personalized support
78% of staff strongly agree or agree that Students report that they share a high level of mutual trust and respect with their teachers
Leadership-Staff Relationships:
87% of staff strongly agree or agree that Staff members report that they have trusting, supportive relationships with leadership
87% of staff strongly agree or agree that Staff members report that leadership welcomes diverse perspectives from staff when making decisions that impact the school community.
93% of staff strongly agree or agree that Leadership frequently acknowledges all staff for their positive contribution to the school community
93% of staff strongly agree or agree that Leadership communicates expectations to staff effectively and regularly.

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

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

Engagement in Mikva Events (Election Judges), City Wide Youth Council Members
Participation on the 35th Ward council
Engagement with Communities United
Student Voice Projects: - Coffee Love (1 and 2), Spirit Store, Project Uplift, Cleanup Days
Student Projects: Roozapalooza, Open Mics
Student Events: Dances (Hoco, Lua, Prom)
Student meetings with principal and participation at LSC meeting, principal selection
Based on the 5 Essentials Survey, 87% of students agree that their teachers listen to their ideas
Based on the 5 Essentials Survey 90% of students agree that their teachers treat them with respect
Based on the 5 Essentials Survey 86% of students agree that their teachers make sure that they stay in school

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues**.
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.

- Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
- School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

- Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 **2** 3 4

Updated statistics from Dashboard and Verify on incident counts, divided by levels.
Review of new policy implementation(s)
Meeting schedule and agendas from Climate Leadership Team
According to the 2017 5 Essentials Survey, 52% of students reported feeling mostly to very safe outside around the school.
According to the 2017 5 Essentials Survey, 67% of students feel safe in the bathrooms
According to the 2017 5 Essentials Survey, 73% of students feel safe in the hallways
According to the 2017 5 Essentials Survey, 89% of students feel mostly to very safe in their classrooms
According to the 2017 5 Essentials Survey, 96% teachers reported that sometimes to always respect each other in class

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning.
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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.

Updated statistics from Dashboard and Verify on incident counts, divided by levels.
Review of new policy implementation(s)
Meeting schedule and agendas from Climate Leadership
Alternatives and Culture and Climate Team offered PD during Teacher Improvement Days
At Risk Coordinator has students complete a behavior reflection when in ISS and/or lunch detention
Dashboard = Restorative practices make up 48.5% of our use of consequences
YTD = 407 restorative conversations have taken place so far

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

Parent and Family Partnership:

Score

1 **2** 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

> PAC and BAC Monthly meetings (Agendas)
> Agendas for mandatory parent meetings
> According to the 2017 5 Essentials Survey, 52% of parents agree that the school involves parents in the development of programs aimed at improving academic outcomes.
> Friends of Roosevelt is in the beginning stages of being formed
> Parents are asked to participate in field trips
> Roosaplooza invites parents and community to particpate and host a booth
> Saturday ESL Adult Classes in Fall and Spring
> Partnership with Truman that hosts night adult classes at Roosevelt

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
1	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
1	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
1	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
1	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Professional Learning	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 Supports	1 **2** 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   17 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Last year of 8th grade 18/19. 10% growth of difference yearly	*(Blank)*	64.00	67.60	70.90	0.00
National School Growth Percentile - Math					
Last year of 8th grade 18/19. 10% growth of difference yearly	*(Blank)*	34.00	40.60	46.50	0.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Last year of 8th grade 18/19. 10% growth of difference yearly	*(Blank)*	52.50	57.30	61.50	0.00
African-American Growth Percentile - Reading					
Not enough population for data	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
Last year of 8th grade 18/19. 10% growth of difference yearly	*(Blank)*	52.00	56.80	61.10	0.00
English Learner Growth Percentile - Reading					
Not enough population for data	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
Not enough population for data	*(Blank)*	*(Blank)*	0.00	0.00	0.00
African-American Growth Percentile - Math					
Not enough population for data	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
Last year of 8th grade 18/19. 10% growth of difference yearly	*(Blank)*	24.00	32.60	39.40	0.00
English Learner Growth Percentile - Math					
Not enough population for data	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
Not enough population for data	*(Blank)*	*(Blank)*	0.00	0.00	0.00
National School Attainment Percentile - Reading (Grades 3-8)					
Last year of 8th grade 18/19. 10% growth of difference yearly	*(Blank)*	58.00	62.20	66.00	0.00

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

Last year of 8th 18/19. 10% growth of difference yearly	(Blank)	44.00	49.60	54.60	0.00

National School Attainment Percentile - Reading (Grade 2)

No Students	(Blank)	(Blank)	0.00	0.00	0.00

National School Attainment Percentile - Math (Grade 2)

No Students	(Blank)	(Blank)	0.00	0.00	0.00

% of Students Making Sufficient Annual Progress on ACCESS

Not enough population for data	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

Achieve 90% and improve	86.10	91.10	(Blank)	(Blank)	(Blank)

My Voice, My School 5 Essentials Survey

Goal is to move up a rating each year.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Required metrics (Highschool)

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
Goal is to move up a rating each year.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
10% growth of difference yearly	(Blank)	65.00	70.00	73.00	76.00
PSAT 10 Annual Growth Measure					
10% growth of difference yearly	(Blank)	54.00	59.00	63.00	67.00
SAT Annual Growth Measure					
10% growth of difference yearly	(Blank)	47.00	52.00	57.00	61.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
Will determine goals	(Blank)	(Blank)	0.00	0.00	0.00
African-American School Growth Percentile SAT11					
Not enough population for data	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic School Growth Percentile SAT11					
10% growth of difference	(Blank)	52.00	57.00	61.00	65.00
English Learner School Growth Percentile SAT11					
Not enough population for data	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner School Growth Percentile SAT11					

Not enough population for data	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Percent Meeting College Readiness Benchmarks

10% growth of difference	*(Blank)*	*(Blank)*	30.00	40.00	46.00

Early College and Career Credentials Rate

10% growth of difference	38.00	*(Blank)*	50.00	55.00	60.00

Freshmen On-Track Rate

Achieve 90% and then 10% growth of difference	71.00	66.40	80.00	90.00	91.00

4-Year Cohort Graduation Rate

10% growth of difference	63.00	62.60	66.00	70.00	73.00

1-Year Dropout Rate

Incremental reduction	8.00	8.10	6.00	4.00	2.00

College Enrollment Rate

10% growth of difference - 75 for 18.19 Change	38.00	58.20	63.00	75.00	78.00

College Persistence Rate

10% growth of difference	64.00	65.10	70.00	73.00	76.00

Average Daily Attendance Rate

Achieve 90% and improve	86.00	87.80	90.00	91.00	92.00

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we set purposeful expectations and deliverables for our TCT meetings	Teachers collaborating on common units plans with assessments that align to state standards and/or PSAT/SAT Skills Insight Score Band	Common practice among TCT classrooms, 90% of TCTs having common assessments and protocol for looking at students work,85% will use PSAT/SAT data to identify the needs of students, and higher % of students meeting or exceeding College Readiness benchmarks (SY19=31% to SY20=40%)

Tags:
Instruction, Rigorous tasks, Balanced grading and assessment

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Status

Action step	Responsible	Timeframe	Status
Create roles of TCTs and TCT leads. Create a structure (agenda) for meetings and way to share agenda	Admin	Apr 23, 2018 to May 11, 2018	Not started

Professional Learning, Collective responsibility

Determine TCT Leads	Department Heads, Admin	May 11, 2018 to Jun 1, 2018	Not started
Meet with TCTs and go over expectations of meetings and work to be done in TCTs - Unit Plan Review - Assessment writing - Student work review and protocol	Admin, TCT	Jun 1, 2018 to Jun 22, 2018	Behind

Assessment design, Collective responsibility, Unit planning, Collaborative planning

Meet with TCTs and Leads to review data from SAT and PSAT	Admin, TCT leads	Jun 22, 2018 to Aug 3, 2018	Not started
Meet with TCT leads to create cycle calendar - Stage 1 review - Creating assessments - Student work review	Admin, TCT leads	Jun 22, 2018 to Aug 17, 2018	Not started

Professional Learning, Assessment design

Summer Planning - Teams meet to create common scope and sequence based on SAT and PSAT data	Admin, TCT, TCT leads	Jun 22, 2018 to Aug 17, 2018	Not started
TCTs meet during PD week and role out meeting times, agenda format, and calendar	TCT leads and Admin	Aug 27, 2018 to Sep 3, 2018	Not started
TCTs begin weekly meetings and work on units and common assessments	TCT Leads and Admin	Aug 27, 2018 to Jun 21, 2019	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
establish MTSS Guide and systems to support SEL, Attendance, and Academic growth	An established Grade level teams cycle and consistently implementing T1-T3 interventions that best support the needs of students in behavior and academic growth	90%+ FOT/SOT, a 2% drop-out rate, reduction in incident reports, an increase of restorative practices, and a 70% (SY19) 73%(SY20) Graduation rate

Tags:

Area(s) of focus:
2, 1, 3

Action step	Responsible	Timeframe	Status
Identify MTSS team that represents 9th, 10th, 11th, and 12th grade levels including general eduction teachers, LBS1 teachers, and counselors.	Admin	Apr 9, 2018 to May 4, 2018	Not started

MTSS Professional Development - Identify roles, responsibilities, Expectations, and CIWP Plan Timeline. Revisit CIWP: Goals, Plan, PM Benchmarks	Admin and MTSS Team	May 7, 2018 to Jun 1, 2018	Not started
Develop MTSS Guide. Divide sections of the guide amongst the MTSS team. Come together to provide feedback on MTSS Guide Draft	MTSS Team	Jun 4, 2018 to Jun 20, 2018	Not started
MTSS PD and 18/19 retreat	Admin and MTSS Team	Aug 6, 2018 to Aug 24, 2018	Not started
18/19 BOY PD - 1. Shared MTSS Guide Goals 2. MTSS Structure T1, T2, T3 3. MTSS Tools 4. EL Professional Learning 5. DL Professional Learning	Admin, MTSS Team, All Teachers, and Staff	Aug 27, 2018 to Aug 31, 2018	Not started
2 - 5 Week DDI cycles - Develop T1 and T2 interventions and support and build Grade Level Leadership Capacity Week 1. Data Week 2. DL/EL PD Week 3. Progress Monitoring Week 4. Culture and Climate T3 Week 5. Intensive Supports PD MTSS Needs PD EL Needs PD DL Needs Achieve Goals	MTSS and all teachers	Sep 3, 2018 to Nov 1, 2018	Not started
Data Dig - MTSS Team reflection on plan and leadership reflection	Admin and MTSS Team	Nov 2, 2018 to Nov 2, 2018	Not started
2 - 5 Week DDI cycles - Develop T1 and T2 interventions and support and build Grade Level Leadership Capacity Week 1. Data Week 2. DL/EL PD Week 3. Progress Monitoring Week 4. Culture and Climate T3 Week 5. Intensive Supports PD MTSS Needs PD EL Needs PD DL Needs Achieve Goals	MTSS and all teachers	Nov 5, 2018 to Jan 31, 2019	Not started
Data Dig - MTSS Team reflection on plan and leadership reflection Revise plan and provide intervention to achieve year-long goals	Admin and MTSS Team	Feb 1, 2019 to Feb 1, 2019	Not started

2 - 5 Week DDI cycles - Develop T1 and T2 interventions and support and build Grade Level Leadership Capacity Week 1. Data Week 2. DL/EL PD Week 3. Progress Monitoring Week 4. Culture and Climate T3 Week 5. Intensive Supports PD MTSS Needs PD EL Needs PD DL Needs Achieve Goals	MTSS and all teachers	Feb 4, 2019 to Apr 4, 2019	Not started
Data Dig - MTSS Team reflection on plan and leadership reflection Revise plan and provide intervention to achieve year-long goals	Admin and MTSS Team	Apr 5, 2019 to Apr 5, 2019	Not started
2 - 5 Week DDI cycles - Develop T1 and T2 interventions and support and build Grade Level Leadership Capacity Week 1. Data Week 2. DL/EL PD Week 3. Progress Monitoring Week 4. Culture and Climate T3 Week 5. Intensive Supports PD MTSS Needs PD EL Needs PD DL Needs Achieve Goals	MTSS and all teachers	Apr 8, 2019 to Jun 18, 2019	Not started
MTSS Team Retreat 1. Reflect on roles and responsibilities 2. Revisit CIWP to make adjustments a. Goals b. Plans c. PM Benchmarks.	Admin and MTSS Team	Jun 17, 2019 to Jun 21, 2019	Not started
19/20 BOY PD - 1. Shared MTSS Guide Goals 2. MTSS Structure T1, T2, T3 3. MTSS Tools 4. EL Professional Learning 5. DL Professional Learning 6. Tier 3 Advance Development 7. Student Individualized Learning MTSS	Admin, MTSS Team, All Teachers, and Staff	Aug 26, 2019 to Aug 30, 2019	Not started

		Sep 2, 2019 to Jun 24, 2020	On-Track

5 Week DDI cycles - Standard Tier 1 and 2 structures aligned with Tier 3. interventions and support and build Grade Level Leadership Capacity.

Depending on EOY need:
Week 1. Data
Week 2. DL/EL PD
Week 3. Progress Monitoring
Week 4. Culture and Climate T3
Week 5. Intensive Supports

PD MTSS Needs
PD EL Needs
PD DL Needs

Achieve Goals

Quarterly Benchmarks and reviews by MTSS Team

Teachers and MTSS Team

Strategy 3

If we do...	...then we see...	...which leads to...
create an inquiry-based cycle for professional learning (based on school data and student performance) that is focuses on the needs of our students and teacher needed support	learning cycles each quarter which consists of teachers observing each other's practice (BOY, MOY, EOY School Learning Walks) reviewing assessment data, implementing instructional strategies presented in professional learning opportunities	1. improvement in 5 Essentials data on Effective Leaders and Collaborative Teachers 2. implementation of Professional Development in instruction 3. A share vision and TIA that is reflective in units and instruction

Tags:
Cycles of professional learning, 5 essentials, Professional development plan

Area(s) of focus:
3, 1, 2

Action step	Responsible	Timeframe	Status
Define vision and role of ILT, identify team, and work with programming to create space for meeting in schedules	Admin, ILT	May 7, 2018 to Jun 11, 2018	Not started

ILT, Leadership and collective responsibility

Collect and review data from multiple sources (grades, tests, student work) desegregated by grade-level, departments, EL, DL, and student demographics to determine area of focus	ILT and Admin	Jun 4, 2018 to Aug 6, 2018	Not started

MTSS, ILT, Data analysis

ILT meets to create and will lead BOY learning walk in which all teachers take part in a learning walk	ILT, Teachers	Aug 20, 2018 to Sep 28, 2018	Not started

Professional Learning, ILT, Data collection

Using data from learning walk, ILT researches best practices and protocols for collaboratively engaging in the stages of continuous improvement for Tier 1 instructional practices	ILT, MTSS Team; Teachers	Sep 28, 2018 to Oct 26, 2018	Not started

MTSS, Professional Learning, ILT

ILT creates calendar for cycle of teaching and throughout SY 2018/19 for TCTs to follow	Admin, EL Coordinator, DL Dept Chair, Case Manager, Teachers	Oct 26, 2018 to Jun 18, 2019	Not started

MTSS, ILT, Tct

ILT leads department in safe practice period for strategies and integrating practice and skills into UbD to begin learning cycle 1	Admin, ILT, Teachers	Oct 29, 2018 to Jul 26, 2019	Not started
ILT leads department in protocols for looking at student work	Admin, ILT, Teachers	Sep 3, 2018 to Jun 18, 2019	Not started
ILT leads staff in MOY and begins a new cycle for next area of focus.	Admin, ILT, Teachers	Jan 7, 2019 to Feb 1, 2019	Not started
Using data from learning walk, ILT researches best practices and protocols for collaboratively engaging in the stages of continuous improvement for Tier 1 instructional practices	ILT, MTSS Team; Teachers	Feb 1, 2019 to Apr 5, 2019	Not started

Action Plan

Strategy 1

NOT STARTED Create roles of TCTs and TCT leads. Create a structure (agenda) for meetings and way to share agenda"

Apr 23, 2018 to May 11, 2018 - Admin

Status history

May 7

NOT STARTED May 07, 2018
Evidence
A clear vision of roles and meeting expectations

NOT STARTED Determine TCT Leads"

May 11, 2018 to Jun 01, 2018 - Department Heads, Admin

Status history

May 7

NOT STARTED May 07, 2018
Evidence
TCTs leads are identified

BEHIND
Meet with TCTs and go over expectations of meetings and work to be done in TCTs - Unit Plan Review - Assessment writing - Student work review and protocol"

Jun 01, 2018 to Jun 22, 2018 - Admin, TCT
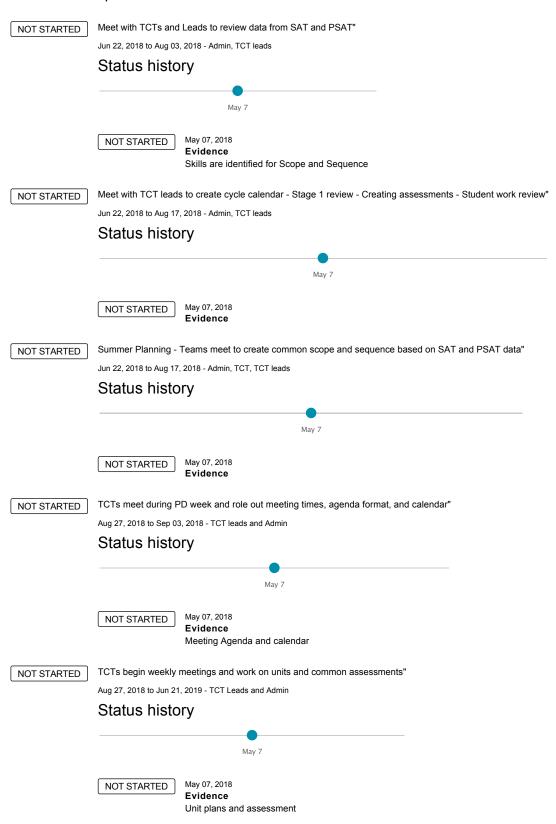
Status history

May 7

BEHIND May 07, 2018
Problem
Cycle is included in PD calendar
Root Cause

Next steps

NOT STARTED   Meet with TCTs and Leads to review data from SAT and PSAT"

Jun 22, 2018 to Aug 03, 2018 - Admin, TCT leads

Status history

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May 7

NOT STARTED   May 07, 2018
Evidence
Skills are identified for Scope and Sequence

NOT STARTED   Meet with TCT leads to create cycle calendar - Stage 1 review - Creating assessments - Student work review"

Jun 22, 2018 to Aug 17, 2018 - Admin, TCT leads

Status history

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May 7

NOT STARTED   May 07, 2018
Evidence

NOT STARTED   Summer Planning - Teams meet to create common scope and sequence based on SAT and PSAT data"

Jun 22, 2018 to Aug 17, 2018 - Admin, TCT, TCT leads

Status history

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May 7

NOT STARTED   May 07, 2018
Evidence

NOT STARTED   TCTs meet during PD week and role out meeting times, agenda format, and calendar"

Aug 27, 2018 to Sep 03, 2018 - TCT leads and Admin

Status history

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May 7

NOT STARTED   May 07, 2018
Evidence
Meeting Agenda and calendar

NOT STARTED   TCTs begin weekly meetings and work on units and common assessments"

Aug 27, 2018 to Jun 21, 2019 - TCT Leads and Admin

Status history

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May 7

NOT STARTED   May 07, 2018
Evidence
Unit plans and assessment

Strategy 2

NOT STARTED

Identify MTSS team that represents 9th, 10th, 11th, and 12th grade levels including general eduction teachers, LBS1 teachers, and counselors."

Apr 09, 2018 to May 04, 2018 - Admin

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Identified team within MTSS Guide

NOT STARTED

MTSS Professional Development - Identify roles, responsibilities, Expectations, and CIWP Plan Timeline. Revisit CIWP: Goals, Plan, PM Benchmarks"

May 07, 2018 to Jun 01, 2018 - Admin and MTSS Team

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Meeting agenda

NOT STARTED   Develop MTSS Guide. Divide sections of the guide amongst the MTSS team. Come together to provide feedback on MTSS Guide Draft"

Jun 04, 2018 to Jun 20, 2018 - MTSS Team

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
MTSS team roles and responsibility; MTSS Guide Draft

NOT STARTED   MTSS PD and 18/19 retreat"

Aug 06, 2018 to Aug 24, 2018 - Admin and MTSS Team

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
PD Agenda and MTSS Guide

NOT STARTED

18/19 BOY PD - 1. Shared MTSS Guide Goals 2. MTSS Structure T1, T2, T3 3. MTSS Tools 4. EL Professional Learning 5. DL Professional Learning"

Aug 27, 2018 to Aug 31, 2018 - Admin, MTSS Team, All Teachers, and Staff

Status history

May 7

NOT STARTED   May 07, 2018
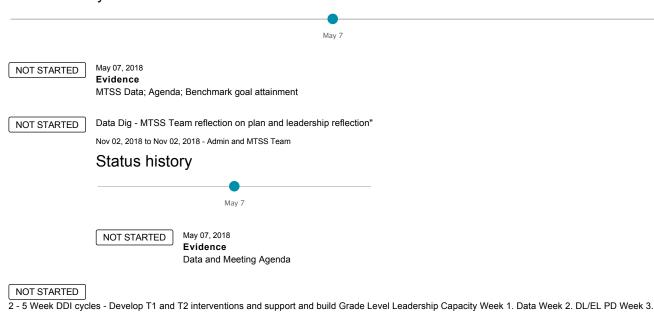**Evidence**
PD Agenda, Professional Development Plan/Calendar, MTSS Guide

NOT STARTED

2 - 5 Week DDI cycles - Develop T1 and T2 interventions and support and build Grade Level Leadership Capacity Week 1. Data Week 2. DL/EL PD Week 3.

Progress Monitoring Week 4. Culture and Climate T3 Week 5. Intensive Supports PD MTSS Needs PD EL Needs PD DL Needs Achieve Goals"

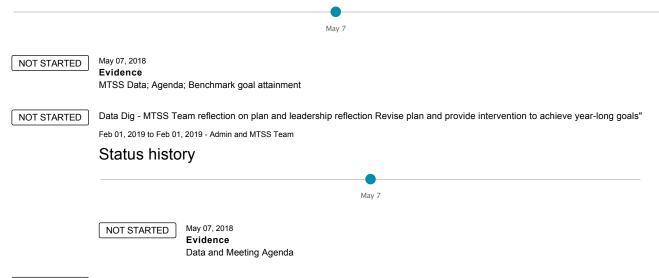Sep 03, 2018 to Nov 01, 2018 - MTSS and all teachers

Status history

May 7

NOT STARTED May 07, 2018
Evidence
MTSS Data; Agenda; Benchmark goal attainment

NOT STARTED Data Dig - MTSS Team reflection on plan and leadership reflection"

Nov 02, 2018 to Nov 02, 2018 - Admin and MTSS Team

Status history

May 7

NOT STARTED May 07, 2018
Evidence
Data and Meeting Agenda

NOT STARTED

2 - 5 Week DDI cycles - Develop T1 and T2 interventions and support and build Grade Level Leadership Capacity Week 1. Data Week 2. DL/EL PD Week 3. Progress Monitoring Week 4. Culture and Climate T3 Week 5. Intensive Supports PD MTSS Needs PD EL Needs PD DL Needs Achieve Goals"

Nov 05, 2018 to Jan 31, 2019 - MTSS and all teachers

Status history

May 7

NOT STARTED May 07, 2018
Evidence
MTSS Data; Agenda; Benchmark goal attainment

NOT STARTED Data Dig - MTSS Team reflection on plan and leadership reflection Revise plan and provide intervention to achieve year-long goals"

Feb 01, 2019 to Feb 01, 2019 - Admin and MTSS Team

Status history

May 7

NOT STARTED May 07, 2018
Evidence
Data and Meeting Agenda

NOT STARTED

2 - 5 Week DDI cycles - Develop T1 and T2 interventions and support and build Grade Level Leadership Capacity Week 1. Data Week 2. DL/EL PD Week 3. Progress Monitoring Week 4. Culture and Climate T3 Week 5. Intensive Supports PD MTSS Needs PD EL Needs PD DL Needs Achieve Goals"

Feb 04, 2019 to Apr 04, 2019 - MTSS and all teachers

Status history

May 7

NOT STARTED May 07, 2018
Evidence
MTSS Data; Agenda; Benchmark goal attainment

NOT STARTED Data Dig - MTSS Team reflection on plan and leadership reflection Revise plan and provide intervention to achieve year-long goals"

Apr 05, 2019 to Apr 05, 2019 - Admin and MTSS Team

Status history

May 7

NOT STARTED May 07, 2018
Evidence
Data and Meeting Agenda

NOT STARTED
2 - 5 Week DDI cycles - Develop T1 and T2 interventions and support and build Grade Level Leadership Capacity Week 1. Data Week 2. DL/EL PD Week 3. Progress Monitoring Week 4. Culture and Climate T3 Week 5. Intensive Supports PD MTSS Needs PD EL Needs PD DL Needs Achieve Goals"

Apr 08, 2019 to Jun 18, 2019 - MTSS and all teachers

Status history

May 7

NOT STARTED May 07, 2018
Evidence
MTSS Data; Agenda; Benchmark goal attainment

NOT STARTED MTSS Team Retreat 1. Reflect on roles and responsibilities 2. Revisit CIWP to make adjustments a. Goals b. Plans c. PM Benchmarks."

Jun 17, 2019 to Jun 21, 2019 - Admin and MTSS Team

Status history

May 7

NOT STARTED May 07, 2018
Evidence
Data and Meeting Agenda

NOT STARTED
19/20 BOY PD - 1. Shared MTSS Guide Goals 2. MTSS Structure T1, T2, T3 3. MTSS Tools 4. EL Professional Learning 5. DL Professional Learning 6. Tier 3 Advance Development 7. Student Individualized Learning MTSS"

Aug 26, 2019 to Aug 30, 2019 - Admin, MTSS Team, All Teachers, and Staff

Status history

May 7

NOT STARTED May 07, 2018
Evidence
PD Agenda, Professional Development Plan/Calendar, MTSS Guide

ON-TRACK
5 Week DDI cycles - Standard Tier 1 and 2 structures aligned with Tier 3. interventions and support and build Grade Level Leadership Capacity. Depending on EOY need: Week 1. Data Week 2. DL/EL PD Week 3. Progress Monitoring Week 4. Culture and Climate T3 Week 5. Intensive Supports PD MTSS Needs PD EL Needs PD DL Needs Achieve Goals Quarterly Benchmarks and reviews by MTSS Team"

Sep 02, 2019 to Jun 24, 2020 - Teachers and MTSS Team

Status history

May 7

ON-TRACK May 07, 2018
Evidence
MTSS Guide Agendas Data Sets

Strategy 3

NOT STARTED   Define vision and role of ILT, identify team, and work with programming to create space for meeting in schedules"

May 07, 2018 to Jun 11, 2018 - Admin, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Team is developed and roles are defined

NOT STARTED
Collect and review data from multiple sources (grades, tests, student work) desegregated by grade-level, departments, EL, DL, and student demographics to determine area of focus"

Jun 04, 2018 to Aug 06, 2018 - ILT and Admin

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Agenda; Data; Reflection tools

NOT STARTED   ILT meets to create and will lead BOY learning walk in which all teachers take part in a learning walk"

Aug 20, 2018 to Sep 28, 2018 - ILT, Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Agendas; Data; protocol

NOT STARTED
Using data from learning walk, ILT researches best practices and protocols for collaboratively engaging in the stages of continuous improvement for Tier 1 instructional practices"

Sep 28, 2018 to Oct 26, 2018 - ILT, MTSS Team; Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Agendas; feedback from learning walk, TIA

NOT STARTED   ILT creates calendar for cycle of teaching and throughout SY 2018/19 for TCTs to follow"

Oct 26, 2018 to Jun 18, 2019 - Admin, EL Coordinator, DL Dept Chair, Case Manager, Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Agenda; Data; Plan of Action

NOT STARTED   ILT leads department in safe practice period for strategies and integrating practice and skills into UbD to begin learning cycle 1"

Oct 29, 2018 to Jul 26, 2019 - Admin, ILT, Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Agenda; Data; Plan of Action

NOT STARTED   ILT leads department in protocols for looking at student work"

Sep 03, 2018 to Jun 18, 2019 - Admin, ILT, Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Agendas, Data, Plan of action, Unit Plans, Walk Feedback, Assessment Reflection

NOT STARTED   ILT leads staff in MOY and begins a new cycle for next area of focus."

Jan 07, 2019 to Feb 01, 2019 - Admin, ILT, Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Agendas, Data, Plan of action, Unit Plans, Walk Feedback, Assessment Reflection

NOT STARTED

Using data from learning walk, ILT researches best practices and protocols for collaboratively engaging in the stages of continuous improvement for Tier 1 instructional practices"

Feb 01, 2019 to Apr 05, 2019 - ILT, MTSS Team; Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Data from Learning Walks, Unit Plans, Meeting Agendas

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of

thes tudents 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 suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

⦿ ESSA Schoolwide Program

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

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

⦾ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

⦾ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> Parents will be regularly engaged in review of the ESSA, Title 1 and family engagement plan through our active PAC and BAC committees, and through regular sharing of school progress such as the State of the School addresses to the Local School Council.
>
> In addition, we will continue and expand the parent Townhall meetings that are scheduled for our orientation sessions in August, as part of back to school planning in September, at the end of semester one and again in the spring. These events have been very well attended and are an excellent means to connect to parent community.

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

> Thursday, September 20th - this is the 3rd Thursday of the month and the time when we regularly schedule BAC and PAC meetings. We will seek to hold both meetings on the same date as to capitalize on parent participation.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

> During the 2017-18 school year, the Principal met a minimum of once per quarter with the PAC and BAC committees. This included presentations from the Principal on the state of the school, as well as updates on new programs. Each of these sessions also included an in-depth opportunity for parent feedback and raising of questions and concerns. We will continue this parent-Administrator meeting cycle in 2018-19 school year.

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.

> Roosevelt High School will share the P/SAT data with parents, in addition to the Illinois State Science Assessment, which includes each of these content sreas. In addition, students that take such assessments as the ACCESS test will receive student reports with explanations.

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.

> Roosevelt High School currently has no teachers that will receive a rating of Not Highly Qualified, and this diligence in only appointing properly certified teachers will continue as school policy. However, in the event that the school should ever be staffed with a teacher who does not have properly aligned certification, and parent letter is generated by the Illinois State Board of Education for each family in each class with this teacher. These letters will be immediately shared with parents.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

> All state, local and school-based assessments are included in the materials shared with parents in both written form (reports sent home) and in the parent conferences at report card pick-up. School-based Townhall meetings that occur at the Orientation session for each grade level will also include a review of these assessments and "look-fors" for parents as to how to read and interpret these assessment reports.

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

> During the 2017-18 school year, Roosevelt High school developed a partnership with Truman College to offer ESL and additional career courses to parents after school and on Saturdays. These parent courses were well-attended and highly popular with teachers. We will continue to offer and expand these course offerings in SY 2018-19. In addition, we will survey parents as to their interests for additional course offerings, and also less formal, time-consuming workshop offerings as well.

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

> As described above, the school began a series of Townhall meetings and parent orientation sessions for the first time in the 2017-18 school year, and these will continue to be held and expanded. The entire faculty will be engaged in participating in these opportunities to build school community with our parents. In addition, as part of our SEL and MTSS programming, professional learning sessions will be held that showcase the critical importance of regular, open communication with parents.

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

> Roosevelt High School is unique among many Chicago Public High Schools in that we offer our own Daycare/Headstart programs as part of our CTE Early Childhood Education program. This program provides opportunity to connect with parents of young children and build relationships which hopefully will last the entirety of their education Chicago Public Schools.

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

> Roosevelt High school has made great efforts to bring our school fully into current (new) guidelines and standards on offering multiple languages in diverse schools. We will utilize our diverse staff to ensure all materials are properly translated, and that live translation is available in multiple languages at all parent and community engagement events.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact   Complete

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

> Roosevelt High School is a community of learners where every student will discover and pursue his or her full potential.

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.

> Report Card Pick-up dates are scheduled for November 15, 2018, and April 11, 2019. Our report card pick-up dates will be held from 12:00 pm - 6:00 pm and will also include a State of the School Address by the Principal.

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

> Roosevelt High School will begin twice-monthly student BAG (Behavior, Attendance and Grades) to students and parents for SY 2018-19. In addition, Roosevelt is seeking to develop a cellular-based app that can allow parents to easily access such important progress reporting features as Parent Portal and the school event calendar.

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

> Making appointments through the school web site or by visiting the school's main office, parents can connect with individual teachers on their preparatory periods. In addition, most teachers are immediately available after school for parent conferences with adequate notice. We are committed to making staff easily and readily accessible to parents at any time.

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

> We request that parents first register to in-school volunteers with the Chicago Public Schools (we can assist with this process), and then teachers and staff will make every effort to schedule opportunities for parents to volunteer and observe as classroom partners at Roosevelt.

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

> Parents can utilize such communication tools as the Parent Portal to regularly review student work completion, grades and attendance. In addition, any parent unable to easily access this online technology can visit the school counseling office for a current report on their child's academic standing and attendance. Finally, parents can arrange one-on-one conferences with their child's teachers through the school website or by visiting the Main Office.

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

> Parents can utilize such communication tools as the Parent Portal to regularly review student work completion, grades and attendance. This information will be utilized in the selection of classes, about which parents will be informed and can participate in course selection by visiting the Counseling office. In addition, any parent unable to easily access this online technology can visit the school counseling office for a current report on their child's academic standing and attendance. Finally, parents can arrange one-on-one conferences with their child's teachers through the school website or by visiting the Main Office.

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).

> Parents can utilize such communication tools as the Parent Portal to regularly review student work completion, grades and attendance. This information will be utilized in the selection of classes, about which parents will be informed and can participate in course selection by visiting the Counseling office. In addition, any parent unable to easily access this online technology can visit the school counseling office for a current report on their child's academic standing and attendance. Finally, parents can arrange one-on-one conferences with their child's teachers through the school website or by visiting the Main Office.

Parent Budget   Complete

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

1) Building Stronger Parent-School Community
Activities: support for BAC and PAC committees to hold regular meetings at the school with administration, teachers and staff, and be more closely involved in planning and implementation of such critical parent-school events as Orientation sessions, Back-to-School events and Report Card Pick-up.

2) Support Parent Education in Post-Secondary Opportunities for their Children
The college application process and such critical elements as seeking financial aid are a great challenge to navigate. Our Post-Secondary team will provide a monthly schedule for parent information sessions, open to all, but specifically targeting parents of Juniors and Seniors, that will follow the college application cycle.

3) Roosevelt is committed to providing ongoing continuous education for parents, in form of such programs as our partnership with Truman College to offer ESL classes for parents. Additional course offerings are being explored and will also be offered on a parent-friendly weekend and evenings schedule.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 3000 .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.	$ 800 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 600 .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)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 300 .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.	$ 600 .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510	**Postage** Must be used for parent and family engagement programs only.	$ 600 .00
53306	**Software** Must be educational and for parent use only.	$ 400 .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 by used only by parents. | $ | 700 | .00 |