



## 2016-2018 plan summary

### Team

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Peter Nabicht	parent	nabicht@gmail.com	No Access

### Team meetings

Date	Participants	Topic
12/16/2015	Carolyn Gourash, Donna Oberhardt, Alison Dawson	first steps
01/13/2016	Carolyn Gourash, Donna Oberhardt, Deborah Sacks, Amy Jeffers	look at new format, develop SEF plan
02/10/2016	Carolyn Gourash, Donna Oberhardt, Amy Jeffers, Daneal Silvers	discuss progress of teachers on SEF
03/02/2016	Carolyn Gourash, Donna Oberhardt, Amy Jeffers, Daneal Silvers	define educational terms for committee members, assign Daneal to re-write SEF in one single voice
03/23/2016	Carolyn Gourash, Donna Oberhardt, Amy Jeffers, Daneal Silvers,	Finalize SEF and discuss next steps
04/11/2016	Carolyn Gourash, Donna Oberhardt, Amy Jeffers, Daneal Silvers, Peter Nabicht, Alison Dawson	set Framework Priorities,input goals/strategies with tags

## School Excellence Framework

## Culture of &amp; Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

1 2 3 4

Teacher leaders in Literacy and Math represent Edison at meetings outside of the school and share out at grade-level or faculty meeting. The school community is included in developing a shared vision. The vision is referenced, championed and articulated whenever possible (ex. it is posted in each classroom, it is included in the CIWP report and occasionally during formal presentations) Teachers and administrators act in ways that consistently reflect the school's core values, beliefs and priorities by modeling expected behavior for scholars. The ILT and all staff (through actions and development of the curriculum) share responsibility for ensuring the school's identity, vision, and that the mission drives school decisions.

Teachers feel comfortable taking ownership of all students' growth/successes and take responsibility for all students' learning regardless of grade level. For example, teachers will assist other teachers with student behavior. Teachers are encouraged to share their thoughts on a consistent basis through a variety of opportunities (ex. committees.) Teacher leaders at each of the three grade groupings (primary, middle, upper) share leadership structures and take advantage of job-embedded leadership training (ex. Leadership Institutes in both Mathematics and Language Arts.) Leadership skills are noticed and encouraged teachers volunteer for leadership roles within the school structure.

Change is constant in CPS. Changes are brought to the attention of the staff as soon as possible. Discussions are held to determine how best to manage impending changes so that the best interest of the students are kept foremost. For example, a large scale strategic planning change in primary Language Arts assessment (using Fountas and Pinnell) was supported through weekly training and offsite observations for the primary team. We steered through the challenges associated with the one-to-one tech plan both large (ex. like the current CPS block re: Apple products) and small. Training and financial specifics were included in a detailed "Tech Plan."

Edu-Tect has been introduced and is being utilized to create and sustain a coherent instructional program (coordinated across grade bands) with learning goals (Common Core and NGSS included.) We use the Charlotte Danielson Framework for Teaching to guide and ground instructional guidance and coaching as well as best practice teaching. The MTSS program has been expanded to include an MTSS position that helps to ensure teaching and learning for all students, including priority groups is the best it can possibly be.

Staff is enabled to focus and prioritize what matters most by being given focuses during meetings. For example, staff was asked to focus on Responsive Classroom at one point and on the Science Carolina curriculum boxes at another point. The administration filters many external distractions for the staff so that they can focus on the children. School improvement goals are limited to a few high-leverage activities like the aforementioned. Teachers are encouraged to differentiate, provide creative, engaging and rigorous activities in order to raise achievement.

**Guide for Leadership & Collective Responsibility**

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.

- Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

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

The ILT engages in on-going inquiry in order to make improvements. The ILT works to gain productive insights and takes substantial new actions or adjust strategies when root causes are noticed. For example, the ILT has been working on ways to improve teachers' approaches to curriculum. Noticing that the root cause (lack of familiarity with UBD) could be satisfied by addressing needs for "buy-in," training, trust and tech support, the ILT worked in each of these areas. The CPS Gifted Coordinator was invited to assist in UBD planning. She shared plans, suggestions, and assisted interested teachers in creating their own units.

The ILT discussed many of the programs, initiatives, and strategies in the school. Those that were found to be less than functional, were vetted (ex. the "flipped classroom") and were no longer supported since there was no direct or proven impact on outcomes. Those that were found to be in need of change to provide more vertical alignment (ex. the writing program at Edison) were discussed and options were suggested, determining a Writing focus. Those that were found to be warmly welcomed by multiple teachers, students, and families were expanded (ex. The Responsive classroom) and teachers were sent to an extensive summer workshop for training.

The ILT was presented with an agenda prefacing every meeting in order to ensure a common understanding of the team's purpose and instructional focus. Members were comprised of varied grade bands/department teams and is an appropriate size. This allowed all relevant specialties, content areas, and programs to be represented. A variety of work styles were represented in the personalities within the team. Questions asked were focused on factors within the sphere of control rather than student factors. Potential root causes were analyzed based on evidence. Data used was current and timely and included student and teacher performance as well as operational. Priority students groups were always considered and included. Information and engagement were a priority. All team members have an equity of voice and were actively engaged in asking questions.

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

### Professional Learning:

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

Score

1 2 **3** 4

Last year, a survey (solicitation of feedback) was created to ensure all voices were heard regarding Professional Development for the new year. PL was implemented throughout the year to close priority group gaps and meet all scholars' needs. Data from the NWEA MAP and PARCC is consistently used to inform the PL plan. A NWEA subject matter expert was brought in to answer specific staff questions and concerns. PL is highly relevant to the specific needs of the students (Gifted Seminar participation and certification is required.) We are approaching 100%, having one teacher who is still working on Gifted certification.

On-going, job-embedded Professional Learning is sustained through the implementation of co-teaching (This can be seen weekly in the Kindergarten in French, Art and Science.) PL opportunities were provided and directly related to individual's specific areas of need and professional growth goals (For example, the Kindergarten needed more Responsive Classroom training and thus attended the summer workshop.) Staff is encouraged to broaden networks by making connections with teachers at other schools and researching other schools. (Kindergarten and the Primary team has made improvements in it's online resources after this research.) In the Primary team, the two newer staff additions in First and Second grades attend the CPS Language Arts and Math PD opportunities respectively. Fourth/Fifth grade Mathematics is co-taught by the Fourth/Fifth grade teachers. Fifth grade Science is co-taught by the Science and Fifth grade homeroom teachers.

Time is set aside each week for teams of teachers to meet together for collaboration. The primary team has been working on cohesion between their UBD units as well as projects that connect the grades (group displays, field trips, projects... like the Flat Stanley project, and themes like empathy.) Teachers are providing and accepting support (For example: Ms. Nicholson has been completing her school-wide observations as well as offering support for students through MTSS.) Edison has a PPLC working on professional inquiry that has met twice this year, the first meeting was organizational and the second outlined concerns and possible areas for inquiry. Upper grade meetings focus on the social/emotional needs of students within organizing electives. They are working on creating a middle school behavior matrix. Upper grades are also working through scheduling issues and are addressing gaps in the curriculum.

Teachers are allowed ample time to try new strategies, refine skills, grapple with implementation problems, and to share knowledge and experience. The administration is patient with the UBD units and allows for their refinement. The implementation of new technology is met with support (Ms. Jeffers, Ms. Doyle and Mr. Vernola especially) and ample time is allowed to become fluent with a new tool. A large amount of support is needed at Edison to address the specific challenges of changing classroom practice. The Knowledge Center is an especially valuable resource.

The administration stops in and visits with the Kindergarteners on an informal and frequent basis both in the hallway and in the classroom. At these times, the Kindergarten teacher has received feedback that helps to guide her practice as well as lets her connect the students with the administration so that they know what the Kindergarteners are working on at any given time. New as well as veteran teachers can benefit from learning from each other at Edison. New teachers feel well supported by the administration in many areas including but not limited to REACH. Teachers report that the administration is always available and willing to discuss learning, students, etc. with the teachers. They provide suggestions and resources when needed.

## Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.

- Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

1 2 **3** 4

The school day is responsive to student needs. The administration created a master schedule that takes student needs at various grade levels into account. Guidelines regarding required academic and instructional times are followed in each classroom. Time is created within the schedule to allow for co-teaching opportunities. The schedule is flexible enough to support changes made in the best interest of the entire student population (for example: changing the lunch times from a single lunch to a staggered lunch.) Adjustments were made to the schedule for multiple years to accommodate electives as they've been expanded to include more grade levels.

Products purchased are the result of deliberation and research, and respond directly to SEF needs and CIWP goals. Teachers seek out grant opportunities and source donations (ex. Donor's Choose.) Parents are also willing to help find and prepare grants. Purchasing is well-handled and administration is diligent regarding the quality of the materials purchased/installed. (ex. iPads, Chromebooks, Promethean Board) Outcome and usage of materials is monitored and student outcome can be easily observed and demonstrated through data.

The recent hiring team contained a representative sample of community members, LSC/PTO members, classroom and specials teachers as well as administration. Selection criteria were made clear and questions were developed collaboratively. Since this process was held during summer, lesson demonstrations were not held, but questions were asked specifically about best practices within the classroom, examples of teaching successes and challenges and project-based learning. Teacher performance at prior schools was checked.

Teachers are strategically assigned to positions based on their strengths and in the best interest of the students. All students benefit from access to high-quality teachers. Teacher evaluations strongly inform retention strategies. Much work has been done to create a positive climate and working conditions for teachers/staff as evidenced by strong staff support and specifics such as the administration's "open door" policy. Opportunities for growth and teacher leadership roles are always available. Increasing efforts have been made to include community members (for example: adding a community member position to the CIWP team this year.) The administration is currently seeking a partner organization that shares the values and goals of the school.

## 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
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

As a staff, we are working more deeply with the tenets found in the CPS Content Frameworks. For example, in Literacy, we've introduced a focus on text complexity (from classic children's books in Kindergarten to philosophical essays in 8th grade) while retaining the exposure to accessible (student chosen) texts. Close reading continues to be modeled as a way to work with a text on a more meaningful level. This will help us provide a range and depth to knowledge and understanding of learning experiences that are language and content rich. Teacher representatives from each grade band, regularly participate in network PDs (PLCS, Teacher Leader Institutes) for both Math and Literacy. Mars Tasks, Problems of the Month, Math Talks, Close-Reading Textual Analysis are shared from the network.

We've been incorporating Language Arts goals into other curriculum like our Science curriculum through the use of the Carolina boxes and online resources. For example, the Kindergarten will use a Brain Pop, Jr. video to introduce a topic. We will write about the topic in our Science Notebooks, then connect with a hands-on activity or experiment. When the students follow the activity with informational texts, at their level, available in their classroom library, we are exposing and extending opportunities for all students to all types of texts, especially informational. In preparation for the 2015-16 school year, a small classroom library of F&P leveled books were purchased especially to support efforts in this area. Literacy is essential and incorporated into Science contexts in the middle and upper grades as well. This can be seen in the study of the etymology of words or in the meaning of roots. Writing is regularly incorporated into testing in Science.

We have begun to compile lesson plans into a schoolwide program utilizing EduTect. We believe that a coordinated curriculum is important and that, at Edison, it neither be too regimented nor too free. This will result in stronger vertical alignment as well as highlight opportunities for co-teaching, since classroom units can be viewed by specials teachers. Several teachers still feel that is room for growth regarding coordination across grades regarding subject matter, goals, and "big ideas. There is a sense among some teachers that they are limited by time and require structured, carefully coordinated time (in the same way that there have been scheduled times for collaboration within grade bands).

EduTect contains time components and assists in mapping and pacing units appropriately. Considering the specific needs and tendencies of Gifted students, we remain flexible, allowing for greater depth of learning if a student's or a class's desire for more inquiry will carry them further. Of course, we will remain focused so that all content is adequately addressed in the time allotted. Formative data determines mastery and pace. This can be observed generally in any one student's individual, differentiated plan or specifically through programs like the Envision Math Quizzes and subsequent independent Math work in the middle grades.

Data, such as the NWEA MAP test, is examined in greater depth as a whole staff to identify students who exceed expectations and those who are challenged and in need of more support. This helps us match a student to the best environment and allows us to make any need changes to the curriculum. The addition of a designated MTSS teacher this year, is checking in with teachers and taking direction regarding supportive additions to the curriculum, once these students are identified. Fountas and Pinnell reading levels and benchmarks have become more readily referenced as of 2015. The collection of running records is periodic and ongoing. These inform the teacher as well as the student's family. For example, the Kindergarten collects them in portfolios and the other primary, early middle grades use them to support parent conferencing.



"Big Ideas" and "Essential Questions" are created and recorded using EduTect. In the Primary grades, we are using these to connect our units through themes to better incorporate depth of thought as students move through their years at Edison. In this way, we are identifying the essential understandings and not trying to "cover everything." In the primary grades, we've designed our Big Ideas to reflect important concepts in Social-Emotional learning, so that we are integrating Social-Emotional learning with academics.

Through the use of Responsive Classroom Approach and the Second Step Program, we are working to connect with families and build classroom rapport and respect. During the summer of 2015, several staff members were sent to the week-long Responsive Classroom workshop held in Chicago, to better understand and implement the tenets and benefits of Morning Meeting in their classrooms. Despite this, some teachers continue to feel that we need to better integrate social emotional learning into our curriculum. This may partly be due to the emphasis placed on student growth in this area and the obvious need for student support among many Gifted learners. As evidenced in the Gifted Education Seminar in which all the teaching staff has participated. One way in which teachers in the upper grades are trying to grow is by addressing social emotional questions within academic formats such as novels.

Disciplinary Literacy is a goal for Edison and in order to make strides in this area, Edison has put the focus on Unit planning (which ideally combines multiple subject areas under one "Big Idea") rather than more disparate lesson planning. The co-teaching mentioned in other areas supports this as well. Speaking goals are included in activities such as the sixth and eighth grade "History Fair," the two Science Fairs, and multiple projects completed in classrooms (i.e. the "Women's History Family Project" done in Kindergarten.) These have varying levels of support depending on the age of the student and the individual strengths/needs of the student.

Diverse Learners are supported in their completion of projects that allow them to demonstrate core knowledge and skills as per IEPs and with the assistance of the classroom teacher. Teachers feel that working with diverse learners must be conscientious, deliberate and collaborative. During Math in the upper grades, for instance, students are pretested, and the teachers use informative survey results to group students, while keeping these groups flexible. Diverse learners and all learners are further supported through a focus on differentiation and individualized learning paths.

In the middle and upper grades, there is differentiation through text choice (and assignments), article reading level adjustments (eg. NewsELA) and varieties of reading choices within multiple genres. Teachers are currently exploring how can these be better expanded beyond Literacy, into all content areas. Current differentiation efforts allow especially advanced learners to substantially extend their core knowledge and skills. As a Gifted school, we naturally distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses,' as all our courses are inherently advanced but heavily differentiated.

We've been working on reaching outside of the classroom for real world applications. Students in the primary and upper grades participate in many service learning projects including collections for animals in shelters in Chicago and creating blankets for hospitalized children. The primary grades have a field-based learning partnership with the Field Museum in that one of our teachers is a Field Museum ambassador. We also rent experience boxes containing artifacts that "bring the museum" to our classrooms and allow for hands-on, close-up interaction with objects and items that directly connect to our Science and Social Studies explorations. We also integrate a field trip to the Field Museum in the primary grades each year. In the upper and middle grades, web capabilities are utilized through student research, curricular-ck 12, and field-based learning.

## Guide for Curriculum

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

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

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

1 2 **3** 4

Although the current instructional materials are aligned to the common core standards, the new Science kits are not easily aligned to the newly implemented NGSS standards. We will be working during the 2016-17 year to adjust them accordingly and fill any gaps we discover with additional materials. The current instructional materials for Literacy are very much based on learning objectives and learners needs. Authentic Literature has replaced a Basal reader in all grades. Teachers chose literature that exhibits appropriate text complexity while remaining accessible to their student's age and academic levels which best fit their learning objectives.

The instructional materials for Math are aligned to the standards and will be updated by Envision Math for the 2016-17 year. These materials include an essential and useful online component used often by both teachers and students. Complementary materials utilized by the school include Khan Academy, Mathletics (all grades) and Everyday Math Promethean resources (Kindergarten.) One-to-one iPads in the the primary grades and one-to-one Chromebooks in the middle and upper grades, as well as a Computer Lab and Maker Space further incorporate technology with traditional instructional materials.

This structure makes the materials equitably available to all students/teachers and the Tech plan supports growth and the addition of more technology to each classroom as funds become available. Some teachers feel that there is not the same teacher access to technology, that there is some disparity citing a difference in desktop availability. While some teachers feel confident adapting, modifying, and creating curriculum to meet student needs, others would like more support.

General reference and resource materials are available in the Edison library, while specific reference and resource materials are available in each classroom. Multimedia and embedded supports can be found in programs like Khan academy approach to conveying conceptual knowledge. Site subscriptions and subscriptions to classroom Science and Social Studies magazines (BrainPop, National Geographic, Time for Kids) further enhance the ability of the school to provide interactive reference and resource materials.

Modalities are integrated with all technology. For example, the Kinesthetic modality is addressed when primary students interact actively by moving/exercising with a GoNoodle program using a projector or IWB. Visual and Auditory modalities (strengths and deficits in these areas) are addressed through the use of an iPad or Chromebook with headphones adjusted to the student's preferential volume, and screen adjusted to the student's prime viewing distance/brightness. The heavily interactive quality of the technology utilized at Edison aims to encourage and support the varied modalities found in children who have been identified as Gifted.

The Tech Plan was intentionally planned and student outcomes and developmental appropriateness determined when and who would use the technology (for example: iPads for the younger students who interact naturally with tech through touch and are beginning to work on their writing and handwriting, and Chromebooks for the older students who are ready for typing and interacting more heavily with a laptop.) Materials are upgraded /updated in response to new information and new understandings. For example, a Maker space was created as a response to best teaching practices in STEM, and an interactive white board was introduced to the Kindergarten as a response to best teaching practices in Early Childhood (incorporating touch technology with collaboration.)

Classrooms are either well-outfitted with manipulative and supplies that achieve valued learning outcomes or are working toward this through grants and fund-raising like Donor's Choose. For example, the Kindergarten acquired age-appropriate sensory furniture (a sensory table, a light table, a puppet theater) through several Donor's Choose projects during the 2014-15 year as well as the beginning of the 2015-16 year. Also, through the donation of \$1,800 from the Chicago Bulls to the Edison Kindergarten, we were able to purchase a large amount of hands-on instructional materials, aligned to the standards, that represent the wide range of skills achievable by these students. Many of the existing materials within the classroom were re-organized to better suit the needs of the current generation of students.

Technology at Edison is absolutely integral to the students' learning experiences. Units and lessons include grade-level as well as above grade-level, significantly above grade-level and below grade-level texts and materials to ensure every student can access the content/skills. Tools and supports needed to access, analyze organize, synthesize, are imbedded so that all students can demonstrate their understanding in accordance with the higher level thinking skills inherent in Bloom's taxonomy. In this way, the needs of the students at varying performance levels are met by allowing the students to draw on all of their learning capacities. This is supported by a dedicated STEM teaching position at Edison.

Choice is inherent in the integration of technology at Edison, whether it be through home connections online, or through classroom work. Students make choices consistently throughout the day and week in order to take ownership of their learning and truly differentiate their academic path. Materials used at Edison strive to address the needs of the whole child: cognitive, linguistic, social, emotional, physical, and aesthetic. Consumables are increasingly non-print supplies that promote active, hands-on learning (i.e. apps that can be potential purchased and saved for use by later classes/students.)

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1.b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1.c. Selecting Learning Objectives</a></li> <li><a href="#">1.d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>

### Rigorous Student Tasks:

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

### Score

1 2 **3** 4

The staff believes that all students can learn. Where there are staff that doubt the extent to which some individual children can excel with high learning expectations, they are encouraged to think otherwise. Teachers who hold strong beliefs about high expectations for all students and who develop structures that enable practice and perseverance for each individuals do their best to model this for teachers who would like to become stronger in this. The implementation of Co-Teaching could be seen as evidence for this, as well as weekly teacher team meetings.

Teachers have been making changes to their classrooms to better create environments where students assume responsibility for high-quality work by persevering (for example "building stamina" in Reading), initiating improvements (writing Donor's Choose projects, and accessing other forms of material acquisition), addressing critiques (reacting to suggestions from the administration and reading feedback from formal and informal REACH observations), making revisions (for example: making changes to Unit plans based on student need or integrated subject area suggestions), adding detail (for example: finding specific texts to support a classroom library with regard to a Unit), and helping peers (for example: team meetings.)

Teachers are working to plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning. This has been easier to see as teachers have become more adept at differentiation. Tasks are aligned with the standards-based learning objectives (illustrated through the units on EduTect, as well as the instructional material alignment).

Depth of Knowledge expectations are addressed but thinking is moving from Bloom's Taxonomy to the Titles of the Levels. Teachers work to be sure students are using extended thinking in large projects and tasks, short-term strategic thinking in

everyday tasks and introduce skills and concepts as individual students and/or small groups show readiness. This can be illustrated in the way Writing lessons may culminate in a product (for example: creating "How-to Books" demonstrate extended thinking, the creation of a single page on a particular day would be led first by a lesson promoting strategic thinking, and writing within that page would be supported by particular skills and strategies that support an individual student... which can be done through conferencing.) Tasks and units themselves are integrative to draw on multiple standards at one time and assist students in making connections.

Students are engaged in important mathematical ideas within the school through MARS tasks, POMs, and Math Talks. This, and small group meetings, individual Math conferencing, and Math partner work allow students to engage in productive struggle rather than simply receiving knowledge. Although all teachers have not received professional development in TRU Math, they are open to PD that helps them use the five dimensions of the TRU Math scheme to create more productive Mathematics classrooms. The TRU Math Professional Development Tools may be especially beneficial in supporting teacher engagement with the content.

Student tasks are reflecting the key shifts in literacy as often as possible. Where they are not, changes are made and teachers are supported through feedback, suggestions and guidance.

Complexity: Tasks reward close reading of complex text. Authentic texts are carefully chosen by teachers to encourage deeper thinking. For example: Magazines (print materials) allow to students to read and re-read their own copy of informational text, students are able to mark them when close reading. Through integration of literacy in all subject areas, teachers are better able to keep the focus on academic vocabulary rather than obscure vocabulary. Another example how vocabulary in first grade is connected to suffixes/affixes and etymology as students use Words Their Way to improve their Spelling.

Evidence: Students cite evidence from text and writing is not taught using decontextualized prompts. For example: students write about their own experiences (accessing schema) through activities like journaling and write responses to authentic literature.

Knowledge (non-fiction): Teachers are working toward embedding tasks with reading and writing across discipline. They are using a variety of literary and informational complex texts and tasks. This is observable through classroom observations and/or in Unit plans. When students participate in multi-grade projects/presentations like Science Fair, History Fair, and in smaller classroom projects, like the Kindergarten Women's History Project, they demonstrate comprehension through speaking and listening.

Tasks also reflect key shifts in mathematics as much as possible. Focus: Focus is guided by the instructional materials as well as individual student readiness. Care is taken to ensure there are no gaps as students move forward. (For example: students who show readiness in the primary grades are exposed to concepts in operational fluency and number sense as well as challenged by concepts like multiplication)

Coherence: Multi-grade progressions stress key beginnings and key end points as referenced in the standards. These are used in a variety of ways including: analyzing/planning general sequencing of major curricular units, adapting/developing units based on "backward design," and identifying specific "trouble areas" along the learning continua for struggling students. Using progressions to design engaging performance tasks is a next step for teachers as they learn to plan units. Teachers state that, "We use the CCSS as a springboard and then deepen the content based on student needs. We are starting to find creative ways to meet the needs of students that are performing far above grade level as well as students who are struggling, we should continue this work. We also provide rigorous extra-curricular activities"

Rigor: Problems require construction of mathematical reasoning as students explain their thinking during partner work and critiques of other possible solutions during Math discussions "Math Talks." Students are constantly challenged as they move through their individual paths in the middle grades using Envision Math. In the upper grades, MARS tasks and POMs are chosen to provide varying levels of rigor.

Students have opportunities to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critic and revision with that particular audience in mind. For example: in Kindergarten and First grade, students write letters during their Flat Stanley project and mail them to audiences around the country and the world. Kindergarten students write stories and "publish" them online using Storybird. These stories can be read by others. Presentations created for History Fair and Science Fair are shared with judges comprised of parents and community members.

When assessing, developing nits, and planning next steps, teachers examine student work to identify and showcase the qualities of strategic thinking (through classroom displays and by celebrating student work in class) that are both rich in content and relevant for students as they move deeper into a unit. The work that is celebrated can serve as a model that can be analyzed, building a vision of quality.

Protocols, like weekly team meetings, collectively reflect regularly on the level of cognitive demand asked of students across the school. Teachers work together to support priority group students to be sure all students think strategically as speakers, listeners, readers and writers. Beyond this, students at Edison are increasingly asked to think strategically as scientists, artists, and engineers with the expansion of the STEM program.

We would benefit from additional opportunities to examine students work as a school

## Guide for Rigorous Student Tasks

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

- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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

Score

1 2 **3** 4

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

Transitions are supported by structures and processes to ensure success. Incoming Kindergarteners and their families have the option of participating in an orientation week with the Kindergarten teacher to acquaint them with their new school and classroom. A parent accompanies their child on the very first day and stays for the whole day to ease the transition. The orientation days are only a half-day and include a snacks and activities to be sure the children's first experience is enjoyable and free from stress.

During this time, the families have an opportunity to interact and get to know each other while the students meet their new friends and classmates. The families are able to observe their child's interaction with the teacher and notice how quickly their child adjusts. The Kindergarten teacher writes letters and emails throughout the summer and speaks directly with each family at the beginning of the summer program.

Kindergarten and First grade students participate in a buddy program with the Eighth and Seventh graders respectively. This program eases the transition into Edison and also from Edison for the primary and the upper grade students by providing a familiar sense of family (older siblings and younger siblings caring for each other.) The buddy participate in annual Field Trips, performances, academic and celebratory activities throughout the year.

Mid-year transitions are not especially common at Edison, and Edison does not have a large population of English language learners to be monitored and assisted as they transition from services.

\*Programs and interventions that help students as they move from the upper grades to Freshman year are:

\*Sustained summer learning experiences to minimize learning loss and support key transition periods are: Student data and best practices research were used to develop focused programs. Access is expanded beyond students who are struggling academically to students who exceptionally academically advanced.

AWARENESS- Students are exposed early to academic/professional worlds beyond K-12. Experts and parents in a variety of fields are invited to come and speak to the students in multiple classrooms. Many tenants in place at Edison allow students to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Our school counselor has a program that uses interest inventories to help students determine aptitudes and interests. Teachers would add, "We expect students to attend college. We fully support and encourage students to attend college and prepare them for challenging and fulfilling careers."

These include but are not limited to daily choices about hands-on activities in Kindergarten and First Grade. Students are increasingly being given choices about using their strengths to complete projects. Teachers are working to be sure they are addressing all modalities equally. The electives program in the middle and upper grades offers interest-based choice and is highly effective.

Long-term planning and goal-setting are improved as student use them often in project and presentations throughout their time at Edison. The conversation about college begins as the students walk through the doors and see the college pennants displayed. The conversation about college is started in Kindergarten with the children's story, Mahlia Mouse Goes to College, and continues through 8th grade. Teachers are available to help parents find academic opportunities and supports for their child depending on the specific need. Teachers share their post-secondary experiences with students in all grades.

READINESS-Edison is careful to provide equitable access to college preparatory curriculum as highly gifted students may display readiness at different times. The curriculum is differentiated and individualized to ensure all students have been reached. Students in 8th grade may work beyond 8th grade Algebra and readiness is based on data as well as assessment performance.

\*Is access provided to early college and career coursework and credential opportunities while at Edison? (ex: AP credit, Dual credit, industry credentials-CTE, Seal of Biliteracy) This are high school programs.

\*Are students taught to analyze their transcripts and test scores as well as connect course selection, attendance, and grades to their continued success and access to post-secondary options and adjust their actions and behavior to make progress toward graduation and their top post-secondary choice? The Selective Enrollment process for the Academic Centers and high schools prepares students for the college process. Students are required to work toward certain grades in middle school, and are well aware of the assessment thresholds necessary for admission into the Selective Enrollment programs, as well as other selective high school programs.

Students at Edison are given significant support and encouragement to achieve B's or better and are highly encouraged to improve their attendance. Some students at Edison are highly self-motivated and are supported emotionally as appropriate for highly Gifted Students.

\*Are opportunities created for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting? Edison Teachers incorporate college and career discussions into their lessons. Students often come into kindergarten with a particular passion and are focused on the education and experiences necessary to achieve that dream during their nine years at Edison. Science, social studies, French, and Literature are subjects ripe for career and higher education discussions and opportunities.

\*Teachers and support staff find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits and organization, communication and collaboration, and self-regulation. This is done through the Second Step and Responsive Classroom programs and programs like the following: Students in grades 4-8 have the opportunity to write grants to complete independent studies, then adapt those plans based on their individual needs/timelines. They choose ambitious projects that give them the chance to make mistakes and persist in problem-solving.

\*Does Edison use Naviance, to develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete post-secondary plan? Our counselor has gone to Naviance training and is incorporating it into the higher education and career program at Edison.

\*SUCCESS- This seems to apply more to high schools sending students to college. Should Edison insert information about sending 8th graders to high school and how they are assisted through the selection, application and entry process? The rigorous process of application and testing to get into the Selective Enrollment High Schools and Academic Centers prepares Edison students for that step in college and beyond. Students are required to work toward certain grades in middle school, and are well aware of the assessment thresholds necessary for admission into the Selective Enrollment programs, as well as other selective high school programs.

## Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 3 4

Edison plans a range of effective pedagogical approaches suitable for students identified as Gifted, allowing them to learn the content and skills they are ready for. Teachers do their best to anticipate student misconceptions as students move through the curriculum. Teachers at Edison are all required to be trained through the Gifted Education Seminar, leading to certification and endorsement. Pedagogical approaches and instructional strategies include but are not limited to Piaget’s development stages, the upper end of Bloom’s taxonomy, Depth of Knowledge, differentiated learning, Problem/Project/Inquiry-Based Learning, curriculum compacting, and acceleration.



Teachers work to effectively communicate with students. They guide students to articulate the relevance of the objective(s) to learning. This can be seen in the development of big ideas and essential questions. Students are encouraged to make connections between enduring understandings and the objectives of individual lessons. Teachers enable students to develop a conceptual understanding of the content while making multiple connections to their interests, schema, and prior knowledge. For example: students are encouraged to make text connections in literacy (text to self, text to text, text to world) in math and to the world through global awareness.

Conversation, partner and group work is encouraged. Teachers foster a classroom community of learners by providing opportunities for the students to extend the content by explaining concepts to their classmates. This can be seen in "Turn and talk" moments in the primary grades or in active Math talks across grades. Literature circles and Socratic seminar in the upper grades provide this opportunity to older students. Upon completion of a project, students had the opportunity to share and present their learning to their peers.

Language instruction and understanding is interwoven with learning in all subject areas. In this way, language is not separate but incorporated into the students' activities/lessons. Vocabulary is appropriate for both student's ages, developmental stages, and readiness. The students themselves are essential to the process of selecting academic vocabulary, because it is their interests that guide the path of a particular unit of study.

Teachers are using questioning and discussion as techniques to deepen student understanding and challenge students. Teachers are growing in this area and working on ways to strengthen peer to peer discussions among students. In the primary grades, teachers model questioning for students during interactive read-aloud and guided reading. Students then practice asking questions of each other as they "Check for Understanding" during Read-to-Someone.

Teachers do their best to ask a variety of low- and high-level questions that are open-ended. Teachers keep in mind questions that are best for students identified as gifted by asking questions that require students to infer, synthesize, evaluate and apply. Open-ended questions are modeled as the teacher creates an essential question for a particular unit. Keeping in mind that students at Edison may be academically ready for a question, but not developmentally ready for a question that may not be age-appropriate, teachers at Edison must carefully edit and craft their questions.

Teachers challenge students cognitively, do their best to advance high-level thinking and discourse, and promote metacognition. Teachers are careful to be sure their students are thinking about their own thinking, analyzing and potentially revising their initial responses. Techniques like Literature Circles, philosophical discussions, Socratic seminars enable students to engage each other in authentic discussions about content. Teachers carefully craft activities that result in the students grappling with concepts rather than the teacher disseminating information.

\*Students are encouraged to formulate their own questions from Kindergarten to Eighth grade. For example, students in primary grades practice by sharing something special or showing each other how to do something. Then they follow up by asking questions to clarify or add detail. As students move into the upper grades, they practice respectfully challenging each other using viable arguments based on evidence in a debate format.

Students and teachers ensure all voices are heard and students develop a sense of community and responsibility by being sure they've listened to everyone. For example, primary teachers use random name systems to be sure questioning is equitable. Students in all grades practice citing textual evidence to support/develop a claim.

Teachers work to engage students in learning by developing flexible units that can develop and grow based on their students' interests. Teachers work to scaffold learning so that students with varied modalities/strengths and needs have equal opportunities to interact with a lesson or unit. Diverse learners and English learners are supported so that they have the same access to complex texts and engage in complex tasks. Teachers do this by following IEP and 504 plans as well as working with and consulting support staff regularly.

In this way, teachers are able to provide targeted supports to individual students or groups of students based on their identified needs. To this end, classrooms use flexible grouping and a mix of academically homogenous and heterogenous grouping. Teachers work to remain attentive, flexible and kind with all students in order to ensure their comfort with the curriculum/units/lessons and activities.

Teachers continually monitor the effect of teaching on student learning through formative and informal assessments and observations. For example: in Second grade, students are pre-tested before Math lessons are taught and groups are continually adjusted. This also illustrates how instructional practice is changed based on the analysis of data. School wide, Edison teachers asked for a Winter NWEA MAP test to better inform their teaching practice.

Teachers are beginning to use universally designed assessments, not just in the assessment of projects, that allow for multiple pathways for students to demonstrate understanding of the objective/s. To further this growth with regard to Balanced Assessment, teachers are attending a Jay McTigue professional development seminar in March of 2016 that focuses on authentic assessment within a UBD plan.

Teachers continue to persist in adjusting instruction so that individual student misunderstandings or advanced needs are successfully accommodated. This can be illustrated in the self-paced math and differentiated groupings for math in the intermediate grades. Teachers take care to intervene in a timely and effective way to help students who are struggling. This can be seen in the primary grades where as students work within small groups on a task, the teacher is able to individually work with students who need extra guidance on a particular task or problem.

Teachers at Edison are working to make effective impromptu adjustments that truly individualize instruction when the need for

intervention or enrichment is apparent. Progress monitoring data is used when needed to trace the effectiveness of an intervention and the student response to intervention. This can also be graphed to assist in easily identifying which interventions are effective.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

### Score

1 **2** 3 4

\*At Edison, most teachers provide universal instruction in the core curriculum - academic and 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 is working to ensure all teachers provide all tiers. The school monitors On Track data to provide interventions/supports for students at risk for failure and/or truancy.

TIER 1-In the classrooms, teachers are using unit planning, differentiation and flexible grouping to help them adjust their instruction so that individual student misunderstandings or advanced needs are successfully accommodated. Teachers are working to intervene in a timely and effective way to help students who are struggling. This can be observed within lessons on a daily basis.

\*When formative assessments show a need for intervention or enrichment, teachers are increasingly able to make effective impromptu adjustments that individualize instruction for students. Progress Monitoring data is used to trace the effectiveness of interventions and the student response to intervention when necessary.

Teachers at Edison are asked to customize their learning environments, pace and approach to teaching and their curriculum in order to meet each learner's individual needs because this is best practice for Gifted students. Students are empowered to advance their own learning and students' families are empowered as much as possible to assist them. Teachers would add that, "Each student has the opportunity to advance upon demonstrating mastery."

\*Teachers may not have up-to-date individual student profiles that include strengths, needs, motivations and that outlines an individualized path to reach his/her goals. If an IEP or 504 was created, a profile may be included in this plan. Teachers at Edison do take time to get to know their students and families and use this knowledge to inform unit planning as well as guide students, encourage them where they exhibit strength in modalities, supporting them as needed in other modalities. The elective program contains offerings that appeal to the specific interests of the 4th-8th grade students. Many of which focus on SEL supports.

Most classrooms are student-centered and teachers are improving their efforts in this area. Students take responsibility for much of the day-to-day routines in their classroom/school and this transfers to responsibility taking with regard to their own personal learning.

ON TRACK- Edison provides universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. Edison works to identify students as off track due to low attendance and poor course performance and provides intensive supports to address root causes of why students have low grades and poor attendance.

TIER 2 & 3- Teachers collaborate and work as teams and Related Service Providers to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students. This can be seen in grade level meetings. The newly appointed (2015-16 school year) MTSS Coordinator works with students from all grade levels. Grade level meetings may focus on identifying needs, implementing interventions and sharing observations and strategies. Common meeting times were carefully scheduled to accommodate this.

SEL support for all students is best practice in a school where all of the students have been identified as gifted. Teachers at Edison have been increasingly trained in the Responsive Classroom approach, and Morning Meetings that support SEL goals are built into the daily classroom schedules.

\*Tier 2 and 3 students who require and receive targeted and intensive instruction/interventions are increasingly monitored. The Problem Solving Process is used to plan Tier 2 and 3 instructions/interventions? The determination of appropriate interventions for students or groups of students not making adequate progress is made by support staff working with the classroom teacher.

\*Tier 2 and 3- Do we implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in the Elementary School Promotional Policy? Do we ensure implementation of these plans, review subsequent 5 week data and determine the effectiveness of the strategies and adjust plans as needed?

Edison is working to communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments. Teachers at Edison understand the importance and value in communicating clearly, warmly and effectively with families.

## Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**

- Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

### 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

We use multiple measures to supplement district-centralized assessments with other formative assessments with the end goal of providing a more comprehensive picture of student learning. For example, in the Kindergarten, we create a portfolio of student-chosen samples and teacher-chosen assessments to provide an easily accessed display of growth throughout the year. This portfolio contains BOY, MOY and EOY samples/data as well as samples from each quarter.

Assessments are consistent and thoughtful and concise in order to provide the most useful data while requiring the least amount of student instructional time. Assessments at the Kindergarten level include age-appropriate formative observational assessments (documented through photos) as well as project-based rubric assessments. All of this information is shared with the students' families at multiple points throughout the year. The portfolio is available at any time for informal conferences as well as the CPS mandated yearly conferences.

Edison uses the NWEA MAP test to screen and diagnosis as well as multiple teacher assessments. Progress monitoring assessments vary from classroom to classroom and from grade band to grade band. In the primary department, Fountas and Pinnell is used to progress monitor students with regard to Reading Fluency and Comprehension. This results in the correct identification of specific gaps and allows us to monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.

Since Gifted students are inherently varied in strengths and needs, and contain a wide range of learning characteristics, Universal Design is a natural part of assessments. Teachers and staff provide accommodations and modifications as needed. Accommodations may be made in presentation, response, or setting/timing. This can be observed in the way the NWEA MAP test is structured for individual students within the school. It can also be observed within classrooms. For example, a student may work on an assessment as a part of the whole class, in a small group, or individually (within the classroom or in a different setting) as their strengths and needs dictate.

Teachers are beginning to utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments in that a focus has been made to create Understanding by Design units and imbed Performance Tasks that best assess problem-based learning. Teachers and administration, in March of 2016, attended a Jay McTigue workshop on Performance Task creation within the UBD format. This directly connects to the Problem-Based learning style that Edison is embracing.

This workshop also illustrates how teachers are working together to improve and promote assessment literacy. Teachers are looking closely at the mandated performance tasks and working to adjust their curriculum and assessments with these examples in mind. The primary team, for example, has been working together to align their Units by theme, big idea, essential question and are now moving into outcomes, assessment, projects and products in order to use backward design to inform their learning activities for each unit. By doing so, the grades believe their units will be aligned not only be Big Idea but by assessment as well.

\*The Edu-Tect resources is assisting teachers in creating their assessments. Common protocols and calibration on scoring and grading occurs in teacher teams to analyze the quality and alignment of assessments and tasks, to be sure they meet the standards and embed various levels of complexity (UPPER/MIDDLE team example?) Depth of Knowledge and the Six Facets of Understanding are informing this work as well as the higher order thinking skills found in Bloom's Taxonomy.

The grading system at Edison is available to families through IMPACT and teachers are readily available to explain scores and levels. Portfolios and student work are available to support staff in order to make important decisions. Student progress and proficiency are measured, reported and documented in this way. Teachers are working to be sure these align with learning objectives that are collaboratively developed during the unit planning process.

Student academic progress is recorded separately from work habits, character traits, and behaviors so that learning needs remain distinct from behavioral or work habit needs. Teachers work to ensure consistency and fairness by measuring all students against the same learning standards/objectives. Grades are not used as a form of punishment, control, or compliance.

## Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

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

Score

1 2 **3** 4

Teachers work diligently to create a school atmosphere that reflects the importance learning. Homeroom teachers begin each day with a morning meeting meant to foster a deeper connection with their students, as well as reinforce normed social behaviors. The goals of the meeting are further supported by collaboration with the school counselor on the utilization of the Second Step, social-emotional, curriculum. Teachers and students hold a shared belief in the importance of learning and hard work. In the early grades, for example, students work on concepts like stamina and perseverance. In the upper grades, Math connections are made between persevering to solve a problem in other additional areas of study. Students are encouraged to work in depth on a topic of interest by being provided with projects across multiple grades. Goal setting is incorporated through Daily 5 CAFE in the primary grades as students set goals in Literacy. Goal setting is beginning to be incorporated into conferences as Kindergarten students participated in student-led conferences for the first time in Spring 2016. Teachers are considering expanding this Student-Led Spring Conference to other grades in 2017. Teachers also use data measures to establish a culture for learning. Many teachers help students set their own goals by using the NEWA Student Goal Setting worksheets. Since Edison students are high-achieving, teachers must consistently communicate the expectation that all students can continue to achieve at high-levels.

Teachers also use the students' RIT levels to connect them with the Khan Academy math resource and the Khan Academy's online program. This resource has been made available both at home and at school. Primary grade students are able to access this application on their iPads. Although, at Edison, we convey high expectations for academic and personal success, we could work on clearly displaying school-wide expectations (for example: attendance) throughout the building. High expectations at Edison are set on an individual basis more so than a grade-level basis since the students here are diverse and usually working above their age-level/grade-level objectives. Differentiation is key to being sure all students stretch to not only meet, but exceed personal learning goals... teachers at Edison are inconsistently differentiating. Our goal is to have all teachers consistently differentiating, there is room for improvement in this area. We could also improve recognition of student achievement to be sure that all students receive recognition. We could begin to do this using an attendance program and then replicate the program for academics. Students do participate in competitions, but this, too, could be expanded upon. Teachers/Families are looking to add a new primary Math competition in Fall 2017. Morning Meeting is meant to provide a safe space for students to share misunderstandings and struggles.

Students are encouraged to take ownership and pride in their projects developed for authentic varied audiences. We are working on ensuring high-quality work by modeling perseverance, improvement initiation, critiquing, making revisions, adding detail and/or helping peers. We are working to increase opportunities for student collaboration and see an opportunity for this in the creation of a student council. This would address some of the 21st Century Skills we've been working to begin incorporating into our school-wide curriculum. There is room for improvement with regard to this. Students are beginning to self-assess and develop reflection, but more work can be done here. We can improve our ability to ensure students consistently assume responsibility for high-quality work.

Teachers are working to improve how they provide feedback to students. Teachers are exploring ideas for increasing frequency of feedback and ensuring substantive feedback. Work can be done in this area, potentially through an initiative like portfolio creation and/or check-ins. Teachers are working to improve their conferencing and questioning skills. Teachers may benefit from additional professional development and coaching in these areas.

Teachers are interested in the concept of growth mindset and are beginning to explore ways to teach this to students. Responsive Classroom has been an important step toward encouraging students' sense of belonging to the school and the classroom community. Teachers are interested in creating a Student Council to continue taking steps in this area. Teacher "talk" is improving and teachers are working to be aware of their praise and adjust it so that it references effort and process.

97% of students reported on the 5 Essentials Survey that they felt supported by teachers when faced with rigorous academic tasks. They agreed that the teachers encouraged them to think about other solutions to problems and that the teachers encourage them to share their ideas. 100% of the teachers reported that the students participate in class discussions, build on other students' ideas, and offer each other constructive feedback.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.

- Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 2 3 4

The Edison staff is working on improving trust throughout the school. Although the five essentials survey indicates limited trust, the trust level has increased since last year. The level of trust between teachers has improved slightly to 49%, whereas the teacher-principal trust level has increased to 43%. The students reported a 43% trust level with the teachers as well. Trust has increased as the staff continues to embrace the vision of the school and to learn strategies for differentiation and for social/emotional learning.

A need to develop trusting relationships with students so that each student has at least one trusted adult in the school has become apparent. A mentoring program could be put in place in 2016-2017 to address this need. The program would be piloted during that school year. The parameters of the program would need to be discussed with all stakeholders. Edison is aware that they have a resource regarding a mentoring program in that APMA is in their third year of a successful mentoring program. Edison is interested in the "check-in, check-out" portion of a mentoring program and is excited by the prospect of a long-term (K-8) mentorship for students.

Student interactions are improving, are often mutually supportive and respectful, and strong norms for positive behavior are being developed as a result of both the Second Step and Responsive Classroom programs. Although this is the case, there is room for further improvement as the programs continue and teachers become more comfortable with them. Staff at Edison seems to understand diversity and its' impact on student learning, but more could be done to recognize and integrate the learning opportunities that come from a diverse community. Thoughts about how to improve this include the creation of stakeholder teams and an increase in opportunities for families/the greater community to participate in events/make connections to the school.

This stakeholder team could seek out opportunities for the students to learning about the community they serve. Service learning projects exist and are an integral part of some classrooms. Edison could expand this to incorporate whole-school service learning projects/initiatives. There is room for improvement in mutual respect for individual differences at all levels of the school (student to student, adult to student, adult to adult.)

There is significant room for improvement in supporting and respecting one another personally and professionally. This includes Teacher to Teacher trust as well as Teacher to Administration trust. Thoughts about how to continue to improve in these areas include developing a partnership wherein the principal steps into classrooms to participate in activities and co-teach. In the same vein, teachers can be working with each other to co-teach lesson and then share their successes with the greater teaching staff, rather than presenting their work in the classroom as individuals. Work can be done with regard to respect for teachers who are experts at their craft. Work can be done to ensure that exchanges are marked by genuinely listening to what each person has to say and taking these views into account with regard to actions. Work in this area could be done in all areas where adults have relationships within the school. Edison staff would like to share a collective willingness to extend beyond the formal requirements of their job definitions. This does not yet occur with all members of the staff.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**



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

## Evidence, Measures, and Standards

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

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

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

Girl Scout programs regularly engage in community service, Youth Guidance runs after school enrichment programs in addition to basic childcare, Kindergarten has a quarterly service project, K-3 participates in an end of year service project, school-wide food drive in November, school-wide shoe box gift drive in December, Heart Association fundraiser in February, 8th grade has student council, 4-8 grade participate in electives based on student choice, clothing donations of outgrown and unclaimed items, community gardening days in the spring, 6th grade participates bi-weekly in Partners in Play program with special needs students at Beard Elementary, students have opportunities to enroll music enrichment programs such as choir, band, and strings, middle school students compete in the city-wide Science Olympiad competitions

Youth Guidance ensures that all students have equitable access to a range of extracurricular and enrichment opportunities. There is room to expand these to include more opportunities for leadership building, talent and interest nurturing, and increasing engagement with the school. Student surveys have been completed in order to develop the electives programming at Edison, this could be expanded to inform additional programming. A measurement system to consider the impact and quality of the activities could be created. Students at Edison report that the rigor in their courses/programming is existent and equitable.

Choice is inherent in programming. More could be done to expand student choice to ensure all, not just most classrooms offer choices that embrace inquiry and incorporate respectful student questioning. Work can still be done to ensure students at Edison have more opportunities to choose issues of concern, research topics relevant to their lives and develop their own plans to address them. Development of a school wide project that does this could be considered.

Creation of an Edison Student Council would address the following: Students have a voice and take informed action, students are included in key conversations about their learning experience and work with the principal and staff (and families) to identify issues and implement solutions, students could initiate and lead some school improvement initiatives, students could participate in democratic decision-making at the school level, student identify and research issues of relevance and work together to propose/advocate for solutions.

Students could more easily connect to "decision-makers" if involved in a Student Council. Students would learn about the structures and roles of government and civil society and apply what they learn to their own school community. Students would learn that they have power and learn how to responsibly practice using that power. Students would benefit greatly from learning about issues/candidates and getting involved with the election process. Equanimity would be ensured in that all eligible students would register to vote. This would be particularly powerful taking place during the fall of 2016.

In this way, civic engagement would be a project embraced by the entire school and positive contributions would be made to the school and community in concert. Service Learning projects could be better incorporated into the school-wide curriculum as well as individual classroom units. Presentation-based learning could be expanded to include all classrooms, rather than some classrooms or most classrooms. Students are learning to evaluate and consider multiple viewpoints but more work can be done in this area by discussing current and controversial topics.

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

### Students...

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

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

## Evidence, Measures, and Standards

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

### Safety & Order:

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

Score

1 2 3 4

On the 5 Essentials Survey, 99% of the students and teachers reported feeling safe at school. As a campus, APC ensures that all visitors are greeted by a security guard and screened for metal. Another way Edison ensures student safety is through arrival and dismissal routines which are monitored by administration and security. Additionally, each staff member has a radio so, in the event of an emergency, all teachers can be reached anywhere in the building. Primary teachers also walk students to their classes to ensure their safety within the building. This year, administration divided the lunch period into 2 groups in order to safely monitor the students during recess. Edison participates in campus-wide safety drills on a monthly basis in coordination with the Fire Department.

Significant work can be done to ensure that families feel more physically, socially, intellectually, and emotionally safe throughout the school. Clear procedures for reporting/responding to safety concerns exist. Transitions are orderly and efficient. Classroom routines and procedures maximize instructional time although what this "looks like" varies from classroom to classroom depending on the independence/readiness of a particular group of students (example: primary v. upper.) Students orchestrate their routines for the most part. Arrival and dismissal are particularly orderly.

A framework of expectations for positive behavior is posted throughout the school and shared by both schools in the building. Modeling by staff members reinforces this behavior. Some work can be done to ensure all adults consistently correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning while remaining respectful.

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

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

**Restorative Approaches to Discipline:**

Score

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

1 2 **3** 4

Edison reinforces positive behaviors through the campus-wide PBIS Matrix which was developed by teams of teachers from APMA and Edison. These standards of respect are also reinforced through the posting of classroom rules and expectations.

When managing disciplinary issues, the administration always conferences with the student(s) to determine the underlying cause of their misbehavior. The administration also meets/collaborates with parents prior to any disciplinary action being taken to determine the most reasonable solution. The administration emphasizes supportive and restorative practices which is supported by a 0.36% average disciplinary incident each month.

In classrooms, teachers use morning meetings and the peer jury approach to address social issues, and they support the students emotionally through these and the Second Step program. Edison's school counselor, social worker, and psychologist meet with small groups of students to reinforce social bonds and to help prevent disciplinary issues.

**Guide for Restorative Approaches to Discipline**

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

## Evidence, Measures, and Standards

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

### Parent Partnership:

Score

1 2 3 4

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

Parents are invited to lead classes when appropriate. Examples of initiatives are: parent led electives, parent created audio and video presentations, scheduled Grade level Breakfasts with Administration. Communication with Families includes: Principal written "Friday Notes," Google Classroom use by some Teachers, Multiple avenues for parent/teacher correspondence including but not limited to email, specific communication regarding parent portal. Examples of positive parent partnerships include: an active PTO, almost 100% participation in parent teacher conferences, parent volunteers for lunch supervision and in Fine Arts.

Work can be done to ensure that Edison establishes a non-threatening, welcoming environment that is warm, inviting and helpful. Families could benefit from more frequent, high-quality, and well-publicized opportunities for families and the community to participate in authentic and engaging activities in the school community. One avenue that could be considered for this is the creation of stakeholder teams that allow families/individuals to seek initiatives in areas that speak to their talents/interests. Edison could benefit from more student performances/exhibitions and the addition of family literacy/math events.

Families are given opportunities to ask questions, raise concerns, and give feedback in some, but not all classrooms/areas of the school. More could be done to encourage feedback. This could also begin to be addressed by stakeholder teams. Some staff, but not all, respond to families' concerns and requests for information in a timely manner. Some staff, but not all, are able to provide resources and solutions to address the concerns. Work can be done to further solicit family support and engage families as partners in the instructional program. Most families work at home with their children and many families are available for volunteer opportunities. Most families are involved with school projects in and out of school.

Work could be done to establish parent workshops, for example, hosting events for parents to share with other families how to manage home and school activities to best benefit their individual student and individual family. A program could be established to share best practices among families. An initiative under consideration is a mentoring program connecting veteran families with new/incoming families. The recommendation that families be engaged through participation on teams/committees would be addressed by an action item in the CIWP document regarding stakeholder initiative teams.

Some, but not all, staff frequently communicate with families about class and individual activities and individual student's progress/growth. Work can be done to ensure consistency with regard to: regularly informing families about their child's progress (attendance, discipline, academics, social-emotional learning, and health/wellness.) Communication from staff could be more clear, more regular, more positive, and personalized. Communication not entirely consistent among staff members, yet. Communication could be more varied so that it is sensitive to needs and cultural norms for individual families. Proactive communication exists via the Parent Handbook, but more resources could be made available.

### Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.

- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Relational Trust	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

11 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
We will maintain our growth as a result of: teaching growth mindset, flexible small group instruction, differentiation, individualized instruction, conferencing intervention, rigor, high standards and integration of 21 Century learning skills. Specific resources utilized will include: Authentic Literature, Mentor Texts, Fountas and Pinell Guided Reading, Words Their Way, Daily 5 CAFE and Framework, Lucy Calkins, and Scootpad's online platform.	99.00	99.00	99.00	99.00
<b>National School Growth Percentile - Math</b>				
We will maintain our growth as a result of: teaching growth mindset, flexible small group instruction, differentiation, individualized instruction, conferencing, intervention, rigor, high standards and integration of 21 Century learning skills. Specific resources utilized will include: Envision Math (which may be enriched by other approaches: like Everyday Math and/or Singapore Math,) Beast Academy and the Art of Problem Solving, IXL and Scootpad's online platforms and more.	96.00	98.00	98.00	99.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
We will maintain and work to improve our growth as a result of: teaching growth mindset, flexible small group instruction, differentiation, individualized instruction, conferencing, intervention, rigor, high standards and integration of 21 Century learning skills. Teachers will continue to support students with goal setting especially with regard to their individual RIT score.	61.00	(Blank)	62.00	65.00
<b>African-American Growth Percentile - Reading</b>				
(Blank)	(Blank)	(Blank)	0.00	0.00

Hispanic Growth Percentile - Reading

We will maintain our growth as a result of: teaching growth mindset, flexible small group instruction, differentiation, individualized instruction, conferencing intervention, rigor, high standards and integration of 21 Century learning skills. Specific resources utilized will include: Authentic Literature, Mentor Texts, Fountas and Pinell Guided Reading, Words Their Way, Daily 5 CAFE and Framework, Lucy Calkins, and Scootpad's online platform. We will work to improve our ability to address ELL learners specifically through the continuation of teacher training and attainment of ELL certification.

98.00	(Blank)	0.00	0.00
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**English Learner Growth Percentile - Reading**

(Blank)

(Blank)	(Blank)	0.00	0.00
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**Diverse Learner Growth Percentile - Reading**

(Blank)

(Blank)	(Blank)	0.00	0.00
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**African-American Growth Percentile - Math**

(Blank)

(Blank)	(Blank)	0.00	0.00
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**Hispanic Growth Percentile - Math**

We will maintain our growth as a result of: teaching growth mindset, flexible small group instruction, differentiation, individualized instruction, conferencing, intervention, rigor, high standards and integration of 21 Century learning skills. Specific resources utilized will include: Envision Math (which may be enriched by other approaches: like Everyday Math and/or Singapore Math,) Beast Academy and the Art of Problem Solving, IXL and Scootpad's online platforms and more. We will work to improve our ability to address ELL learners specifically through the continuation of teacher training and attainment of ELL certification.

84.00	(Blank)	87.00	90.00
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**English Learner Growth Percentile - Math**

(Blank)

(Blank)	(Blank)	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

(Blank)

(Blank)	(Blank)	0.00	0.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

We will maintain at the 99th percentile as a result of: teaching growth mindset, flexible small group instruction, differentiation, individualized instruction, conferencing intervention, rigor, high standards and integration of 21 Century learning skills. Specific resources utilized will include: Authentic Literature, Mentor Texts, Fountas and Pinell Guided Reading, Words Their Way, Daily 5 CAFE and Framework, Lucy Calkins, and Scootpad's online platform.

99.00	99.00	99.00	99.00
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**National School Attainment Percentile - Math (Grades 3-8)**

We will maintain our growth as a result of: teaching growth mindset, flexible small group instruction, differentiation, individualized instruction, conferencing, intervention, rigor, high standards and integration of 21 Century learning skills. Specific resources utilized will include: Envision Math (which may be enriched by other approaches: like Everyday Math and/or Singapore Math,) Beast Academy and the Art of Problem Solving, IXL and Scootpad's online platforms and more.

99.00	99.00	99.00	99.00
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**National School Attainment Percentile - Reading (Grade 2)**

We will maintain at the 99th percentile as a result of: teaching growth mindset, flexible small group instruction, differentiation, individualized instruction, conferencing intervention, rigor, high standards and integration of 21 Century learning skills. Specific resources utilized will include: Authentic Literature, Mentor Texts, Fountas and Pinell Guided Reading, Words Their Way, Daily 5 CAFE and Framework, Lucy Calkins, and Scootpad's online platform.

99.00	99.00	99.00	99.00
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**National School Attainment Percentile - Math (Grade 2)**



We will maintain our growth as a result of: teaching growth mindset, flexible small group instruction, differentiation, individualized instruction, conferencing, intervention, rigor, high standards and integration of 21 Century learning skills. Specific resources utilized will include: Envision Math (which may be enriched by other approaches: like Everyday Math and/or Singapore Math,) Beast Academy and the Art of Problem Solving, IXL and Scootpad's online platforms and more.

99.00 99.00 99.00 99.00

**% of Students Making Sufficient Annual Progress on ACCESS**

(Blank)

(Blank) (Blank) 0.00 0.00

**Average Daily Attendance Rate**

We will improve our average Daily Attendance Rate by following through with the action steps listed under Strategy 1.

96.40 96.20 96.30 96.40

**My Voice, My School 5 Essentials Survey**

Through implementation of the strategies and action steps in this plan, Edison will work to improve scores on the 5 Essentials. Our goal includes moving: Ambitious Instruction, Effective Leaders, Collaborative Teachers, Involved Families, and Supportive Environment to "Strong" or "Very Strong."

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

Custom metrics

0 of 0 complete

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

**Strategies**

**Strategy 1**

If we do...

...then we see...

...which leads to...

create a model for shared leadership and collective responsibility through an attendance strategy (example: support families by encouraging attendance as a priority and creating shared expectations together)

that this model can be replicated (example: that students are motivated to attend school and families schedule any planned non-attendance days with the CPS school schedule in mind)

improvement in the SEF score in the area of Leadership & Collective Responsibility and improved scores within the Five Essentials-Effective Leaders, Collaborative Teachers (example: greater than 96% of students attending school consistently and a community of stakeholders with a positive view of attendance, shared expectations for attendance and similar goals for attendance.)

Tags:

Attendance, Climate and Culture, Family and Community Engagement, Data, Social emotional, Parental involvement, Motivation, School climate, Student enrichment, Communication, Community, Balanced literacy, Culture of learning, Student engagement, Expectations, Parent partnerships, Social, Parent engagement, Schedule, Student success, Student learning

Area(s) of focus:

1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Administration improves tracking by establishing a method for recording unexcused and excused absences/tardies. The method will be clear, concise, transparent, and available to students' respective families. Data collection method includes a goal.

Administration

Sep 5, 2016 to Jun 23, 2017

Existence of a data collection method. Attendance Rates. Improved scores within: Five Essentials-Effective Leaders. CPS Framework for Teaching-4b. Maintaining Accurate Records, CPS Performance Standards for School Leaders-A2. Implements Data Driven Decision Making and Data Driven Instruction, D4. Demonstrates Change Management

Not started

**Attendance, Data, Schedule**

<p>Teachers work with students to create expectations for attendance. Students/teachers work together to set attendance goals (individual/shared-classroom/shared-schoolwide.) Expectations for student attendance are posted within the school and the classroom. Homeroom teachers present expectations to their students at the BOY.</p>	<p>Teachers Students</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Existence of posted expectations in classrooms, in school. Attendance Rates. Improved scores within: Five Essentials-Effective Leaders, Collaborative Teachers. CPS Performance Standards for School Leaders-D4. Demonstrates Change Management</p>	<p>Not started</p>
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**Climate and Culture, School climate, Culture of learning, Student engagement, Expectations**

<p>Administration works with families/committees to create expectations for attendance. Administration/teachers work together to set attendance goals (individual families/shared-community) Administration presents expectations to the families at the BOY.</p>	<p>Administration Families</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Existence of posted expectations in office, school, on school website. Attendance Rates. Improved/sustained scores within: Five Essentials-Effective Leaders, Collaborative Teachers, Involved Families. My Voice Survey scores-outreach to parents, parent-teacher trust. CPS Framework for Teaching-Communicating with Families CPS Performance Standards for School Leaders-A2. Implements Data Driven Decision Making and Data Driven Instruction, D1. Engages Families D3. Utilizes Feedback from Multiple Stakeholders for School Improvement D4. Demonstrates Change Management</p>	<p>Not started</p>
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**Family and Community Engagement, Parental involvement, Communication, Community, Parent partnerships, Parent engagement**

<p>Administration/Teachers/Students work together to create an intrinsic/extrinsic reward system for reaching attendance goals. The specifics and parameters of the system/program are dependent upon the expectations developed by all stakeholders. Within the program, teachers conference with individual students to develop strategies to help them reach their goals. Teachers support students in making the connection between attendance and academic growth (enrichment/literacy/success/learning.) Within the program, administrators conference with individual families to develop strategies to help them reach their goals. Administrators assist families in making the connection between attendance and academic growth (enrichment/literacy/success/learning.)</p>	<p>Administration Teachers Families Students</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Existence of a reward system/program for reaching attendance goals. Attendance Rates. Improved scores within: Five Essentials-Effective Leaders, Collaborative Teachers, Involved Families. My Voice Survey scores-outreach to parents, parent-teacher trust. CPS Framework for Teaching-Communicating with Families CPS Performance Standards for School Leaders-A2. Implements Data Driven Decision Making and Data Driven Instruction, D1. Engages Families D4. Demonstrates Change Management</p>	<p>Not started</p>
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**Student enrichment, Balanced literacy, Student success, Student learning**

<p>When there is a marked need for further support based on the data collection: Administration/Teachers/Counselor/Social Worker/Families/Students work together to support families and students in reaching their attendance goals through additional conferencing. If social-emotional, motivational, or social factors are discovered to be adversely effecting a family or student, supports are put in place to assist the families and the student. The team works together to create an individualized attendance plan for the family/the student.</p>	<p>Administration Teachers Counselor Social Worker Families Students</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Existence of data recording additional conferences held with families/students in need of support, existence of individualized attendance plans. Attendance Rates. Improved scores within: Five Essentials-Effective Leaders. Involved Families. My Voice Survey scores-outreach to parents, parent-teacher trust. CPS Framework for Teaching-Communicating with Families CPS Performance Standards for School Leaders-A2. Implements Data Driven Decision Making and Data Driven Instruction, D1. Engages Families, D4. Demonstrates Change Management</p>	<p>Not started</p>
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**Social emotional, Motivation, Social**

Strategy 2

If we do...

support teacher teams with differentiation resources and professional development

...then we see...

teachers will develop a bank of strategies to modify instruction (aligned with Best Practices) and assessments, and implement MTSS with fidelity

...which leads to...

recognizable individual/collective NWEA MAP gains, as well as growth attainment, and measurable individual student progress (portfolios/artifacts) as exemplified in the assessments action step for strategy 2, while improving early identification of twice-exceptional students, development of effective IEPs and supportive MTSS plans.

Tags:

MTSS, Math, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Curriculum Design, Instructional Coaching, Intervention, Data Use, ILT, Personalized Learning, Instructional practices, Differentiated instruction, Scheduling, Aligned resources, Progress monitoring, Literacy, Instruction, Instructional materials, Ccss, Feedback, Communication, Planning, Writing, Mentorship, Nwea, Grade level meetings, Cognitive demand, Academic expectations, Pd, Goalsetting, IEP, Accountability, Co-teaching, Map, Best practice, Assessment design, Growth mindset, Instructional planning, Observations, Data analysis, Coaching, Expectations, Data tracking, Behavior supports, Benchmark progress monitoring, Administration, Instructional strategy, Academic learning

Area(s) of focus:

2

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
<p>IDENTIFICATION (Tier 3) The administration, in concert with the school psychologist, will implement an improved Early Identification process for identifying children who are Twice-Exceptional. Materials used for improved identification will include the Wechsler Intelligence Scale for Children - Fifth Edition (both regular and supplemental) and the Kaufman Test of Educational Achievement - Third Edition. These assessments were purchased in Spring 2016.</p>	<p>Administration Psychologist</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Evidence of implementation plan. Improved scores within: Five Essentials-Ambitious Instruction, Collaborative Teachers, Supportive Environment. CPS Performance Standards for School Leaders-A2. Implements Data Driven Decision Making and Data Driven Instruction, D4. Demonstrates Change Management</p>	<p>Not started</p>

**MTSS, Diverse Learners, Specialized Academic Programs**

**- Gifted, Personalized Learning, Communication, Cognitive demand, lep, Assessment design, Data analysis**

<p>ASSESSMENT (Tier 1, Tier 2) All teachers and staff will consistently use multiple formative assessments (observations, student artifacts, portfolios) and summative assessments (projects, essays, exams) to inform how assessments are modified for students who have been identified as diverse learners, as well as students who are part of the MTSS process and may be identified as diverse learners at some point within the school year. Data used to inform will include NWEA MAP</p>	<p>Administration MTSS coordinator Teachers</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Observations of classrooms (flexible learning environments,) formal and informal instructional rounds, use of competency-based assessments, student artifacts. Improved scores within: Five Essentials-Ambitious Instruction, Collaborative Teachers, Supportive Environment. CPS Framework for Teaching-1b. Demonstrating Knowledge of Students, 1d. Designing Coherent Instruction, 1e. Designing Student Assessment, 3d. Using Assessment in Instruction, 4a. Reflecting on Teaching and Learning 4b. Maintaining Accurate Records CPS Performance Standards for School Leaders-A2. Implements Data Driven Decision Making and Data Driven Instruction, B1. Implements Curricular Scope and Sequence and Reviews Instructional Practice B3. MTSS Implemented Effectively in School.</p>	<p>Not started</p>
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**MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Personalized Learning, Instruction, Literacy, Planning, Writing, Mentorship, Nwea, Grade level meetings, Best practice, Assessment design, Observations, Data analysis, Coaching, Expectations, Data tracking, Instructional strategy**

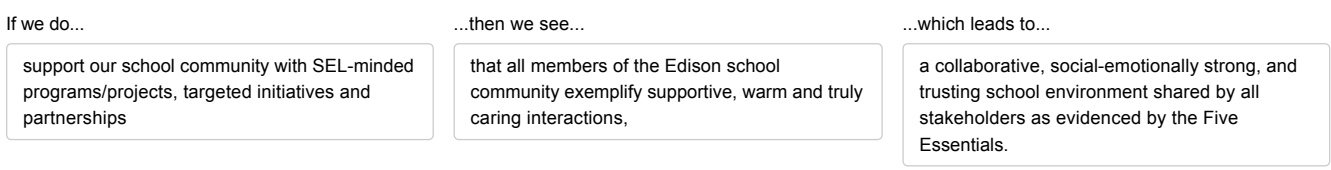
<p>PROFESSIONAL DEVELOPMENT (Tier 1, Tier 2, Tier 3) Administration works with teachers to develop professional development opportunities that are specifically and intentionally aligned to support individual teachers as they improve their ability to personalize instruction within their classrooms. Administration assists in adjusting core curriculum/instructional materials as needed to best support teacher teams/individual teachers/specific classrooms as they strive to differentiate instruction for all students.</p>	<p>Administration Teachers</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Implementation of differentiated PD (PD agendas/feedback surveys) opportunities, and adjustment of core instructional materials which improve teacher's ability to differentiate, as evidenced by teacher practice improving on the Framework for Teaching. Improved scores within: Five Essentials-Ambitious Instruction, Collaborative Teachers, Supportive Environment. CPS Framework for Teaching-1b. Demonstrating Knowledge of Students, 1d. Designing Coherent Instruction, 3d. Using Assessment in Instruction, 4b. Maintaining Accurate Records CPS Performance Standards for School Leaders-A2. Implements Data Driven Decision Making and Data Driven Instruction, B3. MTSS Implemented Effectively in School, B6. Professional Development Provided for Staff.</p>	<p>Not started</p>
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**Core Instruction, Specialized Academic Programs - Gifted, Curriculum Design, Instructional Coaching, ILT, Personalized Learning, Academic gain, Differentiated instruction, Instructional material, Mentorship, Pd, Co-teaching, Growth mindset, Expectations, Benchmark progress monitoring, Administration**

<p>SUPPORT (Tier 3) Administration will schedule additional time for teachers and support staff to meet regarding students who have demonstrated a need for additional support. Teachers thus benefit from increased support for diverse learners and twice-exceptional students, students thus benefit from well-informed teachers. The support staff will work closely with (counsel) the teachers who directly work with/service these students. In-depth information and/or professional development will be provided to the teacher at the beginning of each year and then throughout the year, as needed to ensure individual students are very well-supported.</p>	<p>Administration Teachers</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Evidence of meeting times scheduled, record of meetings. Improved scores within: Five Essentials-Ambitious Instruction, Collaborative Teachers, Supportive Environment. CPS Framework for Teaching-1b. Demonstrating Knowledge of Students, 1d. Designing Coherent Instruction, 3d. Using Assessment in Instruction, 4b. Maintaining Accurate Records CPS Performance Standards for School Leaders-A2. Implements Data Driven Decision Making and Data Driven Instruction, B3. MTSS Implemented Effectively in School.</p>	<p>Not started</p>
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**MTSS, Diverse Learners, Specialized Academic Programs - Gifted, Personalized Learning, Support, Growth mindset**

**Strategy 3**



Tags:  
Specialized Academic Programs - Gifted, Behavior and Safety, Climate and Culture, SEL, Community schools, Trust, Academic gain, Parental involvement, Resources, Motivation, Partnerships, School climate, Student enrichment, Feedback, Community, Cooperative learning, Mentorship, Vision, Teacher-teacher trust & support, Culture of learning, After-school, Diversity, Relationships, Behavior, Best practice, Responsive classroom, Service learning, Volunteer, Open house, Ubd, Behavior supports, Student success, Academic supports

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Evidence for status	Status
<p>TEACHER TO TEACHER (Co-Teaching) Administration schedules time for teachers to share their successes with each other as collaborative teams rather than individual. In doing so, they are sharing expertise/challenges strategies for student growth/support (Academic and SEL). In order to foster this, administration increases/strategically schedules opportunities for teachers to co-teach. Additionally, this provides opportunities for SEL growth within/among students across grade levels by allowing them to participate in tasks/activities projects with older/younger students.</p>	<p>Administration Teachers</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Observable scheduling that sets aside time for co-teaching. Improved scores within: Five Essentials-Collaborative Teachers/ Supportive Environment, CPS Framework for Teaching-1b. Knowledge of Students, 2a. Creating an Environment of Respect and Rapport CPS Performance Standards for School Leaders-C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort D2. Creates, develops and sustains relationships that result in active student engagement in the learning process, E1. Creates a Culturally Responsive Climate.</p>	<p>Not started</p>

**Climate and Culture, SEL, Motivation, Partnerships, School climate, Student enrichment, Feedback, Community, Cooperative learning, Vision, Teacher-**

**teacher trust & support, Culture of learning, Relationships, Best practice**

<p>ADMINISTRATION TO TEACHER (Partnership) Administration informally observes all classrooms at least once per week by participating in activities/tasks with the students and/or co-teaching lessons. Administration becomes a teacher partner, building trust and modeling expectations.</p>	<p>Administration Teachers</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Observable schedule placing the administration within the classrooms. Improved scores within: Five Essentials-Collaborative Teachers/ Supportive Environment, CPS Framework for Teaching-1b. Knowledge of Students, 2a. Creating an Environment of Respect and Rapport CPS Performance Standards for School Leaders-C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort D2. Creates, develops and sustains relationships that result in active student engagement in the learning process, E1. Creates a Culturally Responsive Climate</p>	<p>Not started</p>
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**Climate and Culture, SEL, Trust, Motivation, Partnerships, School climate, Feedback, Community, Mentorship, Vision, Culture of learning, Relationships**

<p>TEACHER TO STUDENT (Mentoring Program) Teachers mentor students, being sure that vulnerable students are connected with an adult who may or may not be their homeroom teacher. Adults who feel especially connected with students will be matched with students on a case-by-case basis. Administration will create the initial parameters/set-up of this program and will check-in and adjust as the program continues. Students will "check-in" with their mentors as often as, and in such ways as, their individual needs require.</p>	<p>Administration Teachers Students</p>	<p>Sep 5, 2016 to Jun 23, 2017</p>	<p>Establishment of a mentoring program. Improved scores within: Five Essentials-Collaborative Teachers/ Supportive Environment, CPS Framework for Teaching-1b. Knowledge of Students, 2a. Creating an Environment of Respect and Rapport CPS Performance Standards for School Leaders-C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort D2. Creates, develops and sustains relationships that result in active student engagement in the learning process, E1. Creates a Culturally Responsive Climate.</p>	<p>Not started</p>
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**Climate and Culture, Trust, Motivation, Partnerships, School climate, Mentorship, Vision, Student success**

STUDENT TO STUDENT (Student Council)  
 Since we have a strong student-student mentoring program between the primary and upper grades, students and staff will work together to create a student council. This will create student SEL bonds across all grade levels. Work done by the student council will be in the best interests of the entire student community as well as the community at large, through service learning projects. The establishment of a Student Council will support SEL and Habits of Mind as well as welcoming diversity, promoting shared leadership and responsibility, and supporting a culture of collaborative learning.

Administration  
 Teachers  
 Students

Sep 5, 2016 to  
 Jun 23, 2017

Establishment of a student council. improved scores within: Five Essentials-Collaborative Teachers/ Supportive Environment, CPS Framework for Teaching-1b. Knowledge of Students, 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning.  
 CPS Performance Standards for School Leaders-C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort D2. Creates, develops and sustains relationships that result in active student engagement in the learning process, D3. Utilizes Feedback from Multiple Stakeholders for School Improvement E1. Creates a Culturally Responsive Climate

Not started

**Climate and Culture, Trust, Academic gain, Partnerships, Communication, Community, Shared leadership, Service learning, Student council, Student success, Academic supports**

ADMINISTRATION/TEACHERS TO FAMILIES  
 (Stakeholder Initiative Teams)  
 All community members will be invited to work together over a two year period to establish stakeholder teams which each focus on a particular solution/initiative. As resources allow, these would ideally and flexibly include: an attendance team, a community partnership(donor/service learning) team, a STEM (tech/library) team, a fine arts team, and a Green Space team. These teams will work together, directly on Strategy 1 and Strategy 2; thus supporting Strategy 3. Teams will work together to organize/encourage volunteers as well as reach out to the school community and greater community to identify potential resources for additional programming/opportunities for students in each of their respective focus areas. Teams will remain flexible with regard to their members in order to encourage the maximum amount of participation. Teams will report their findings/suggestions to a fixed team organizer at monthly LSC meetings, who will then pass their recommendations on to the administration.

Administration  
 Teachers  
 Families  
 Students

Sep 5, 2016 to  
 Jun 23, 2017

Evidence of creation of 4 initiative teams, establishment of a team representative/organizer, discussion of teams' work at monthly LSC meetings. improved scores within: Five Essentials-Collaborative Teachers/ Supportive Environment, Involved Families. My Voice Survey scores-outreach to parents, parent-teacher trust. CPS Framework for Teaching-1b. Knowledge of Students, 2a. Creating an Environment of Respect and Rapport 4c. Communicating with Families  
 CPS Performance Standards for School Leaders-C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort D1. Engages Families, D2. Creates, develops and sustains relationships that result in active student engagement in the learning D3. Utilizes Feedback from Multiple Stakeholders for School Improvement process, E1. Creates a Culturally Responsive Climate.

Not started

**Science, Attendance, Climate and Culture, Family and Community Engagement, Trust, Music, Communication, Technology/stem, Fine arts, Library, Service learning, Parent partnerships, Volunteer, Parent engagement**

## Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Administration improves tracking by establishing a method for recording unexcused and excused absences/tardies. The method will be clear, concise, transparent, and available to students' respective families. Data collection method includes a goal.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Data, Social emotional, Parental involvement, Motivation, School climate, Student enrichment, Communication, Community, Balanced literacy, Culture of learning, Student engagement, Expectations, Parent partnerships, Social, Parent engagement, Schedule, Student success, Student learning, Attendance, Data, Schedule</p>	Administration	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ Teachers work with students to create expectations for attendance. Students/teachers work together to set attendance goals (individual/shared-classroom/shared-schoolwide.) Expectations for student attendance are posted within the school and the classroom. Homeroom teachers present expectations to their students at the BOY.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Data, Social emotional, Parental involvement, Motivation, School climate, Student enrichment, Communication, Community, Balanced literacy, Culture of learning, Student engagement, Expectations, Parent partnerships, Social, Parent engagement, Schedule, Student success, Student learning, Climate and Culture, School climate, Culture of learning, Student engagement, Expectations</p>	Teachers Students	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ Administration works with families/committees to create expectations for attendance. Administration/teachers work together to set attendance goals (individual families/shared-community) Administration presents expectations to the families at the BOY.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Data, Social emotional, Parental involvement, Motivation, School climate, Student enrichment, Communication, Community, Balanced literacy, Culture of learning, Student engagement, Expectations, Parent partnerships, Social, Parent engagement, Schedule, Student success, Student learning, Family and Community Engagement, Parental involvement, Communication, Community, Parent partnerships, Parent engagement</p>	Administration Families	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ Administration/Teachers/Students work together to create an intrinsic/extrinsic reward system for reaching attendance goals. The specifics and parameters of the system/program are dependent upon the expectations developed by all stakeholders. Within the program, teachers conference with individual students to develop strategies to help them reach their goals. Teachers support students in making the connection between attendance and academic growth (enrichment/literacy/success/learning.) Within the program, administrators conference with individual families to develop strategies to help them reach their goals. Administrators assist families in making the connection between attendance and academic growth (enrichment/literacy/success/learning.)</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Data, Social emotional, Parental involvement, Motivation, School climate, Student enrichment, Communication, Community, Balanced literacy, Culture of learning, Student engagement, Expectations, Parent partnerships, Social, Parent engagement, Schedule, Student success, Student learning, Student enrichment, Balanced literacy, Student success, Student learning</p>	Administration Teachers Families Students	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ When there is a marked need for further support based on the data collection: Administration/Teachers/Counselor/Social Worker/Families/Students work together to support families and students in reaching their attendance goals through additional conferencing. If social-emotional, motivational, or social factors are discovered to be adversely effecting a family or student, supports are put in place to assist the families and the student. The team works together to create an individualized attendance plan for the family/the student.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Data, Social emotional, Parental involvement, Motivation, School climate, Student enrichment, Communication, Community, Balanced literacy, Culture of learning, Student engagement, Expectations, Parent partnerships, Social, Parent engagement, Schedule, Student success, Student learning, Social emotional, Motivation, Social</p>	Administration Teachers Counselor Social Worker Families Students	Sep 5, 2016	Jun 23, 2017	Not started



District priority and action step	Responsible	Start	End	Status
<p><b>+</b> IDENTIFICATION (Tier 3) The administration, in concert with the school psychologist, will implement an improved Early Identification process for identifying children who are Twice-Exceptional. Materials used for improved identification will include the Wechsler Intelligence Scale for Children - Fifth Edition (both regular and supplemental) and the Kaufman Test of Educational Achievement - Third Edition. These assessments were purchased in Spring 2016.</p> <p>Tags: MTSS, Math, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Curriculum Design, Instructional Coaching, Intervention, Data Use, ILT, Personalized Learning, Instructional practices, Differentiated instruction, Scheduling, Aligned resources, Progress monitoring, Literacy, Instruction, Instructional materials, Ccss, Feedback, Communication, Planning, Writing, Mentorship, Nwea, Grade level meetings, Cognitive demand, Academic expectations, Pd, Goalsetting, Iep, Accountability, Co-teaching, Map, Best practice, Assessment design, Growth mindset, Instructional planning, Observations, Data analysis, Coaching, Expectations, Data tracking, Behavior supports, Benchmark progress monitoring, Administration, Instructional strategy, Academic learning, MTSS, Diverse Learners, Specialized Academic Programs - Gifted, Personalized Learning, Communication, Cognitive demand, Iep, Assessment design, Data analysis</p>	Administration Psychologist	Sep 5, 2016	Jun 23, 2017	Not started
<p><b>+</b> ASSESSMENT (Tier 1, Tier 2) All teachers and staff will consistently use multiple formative assessments (observations, student artifacts, portfolios) and summative assessments (projects, essays, exams) to inform how assessments are modified for students who have been identified as diverse learners, as well as students who are part of the MTSS process and may be identified as diverse learners at some point within the school year. Data used to inform will include NWEA MAP</p> <p>Tags: MTSS, Math, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Curriculum Design, Instructional Coaching, Intervention, Data Use, ILT, Personalized Learning, Instructional practices, Differentiated instruction, Scheduling, Aligned resources, Progress monitoring, Literacy, Instruction, Instructional materials, Ccss, Feedback, Communication, Planning, Writing, Mentorship, Nwea, Grade level meetings, Cognitive demand, Academic expectations, Pd, Goalsetting, Iep, Accountability, Co-teaching, Map, Best practice, Assessment design, Growth mindset, Instructional planning, Observations, Data analysis, Coaching, Expectations, Data tracking, Behavior supports, Benchmark progress monitoring, Administration, Instructional strategy, Academic learning, MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Personalized Learning, Instruction, Literacy, Planning, Writing, Mentorship, Nwea, Grade level meetings, Best practice, Assessment design, Observations, Data analysis, Coaching, Expectations, Data tracking, Instructional strategy</p>	Administration MTSS coordinator Teachers	Sep 5, 2016	Jun 23, 2017	Not started
<p><b>+</b> PROFESSIONAL DEVELOPMENT (Tier 1, Tier 2, Tier 3) Administration works with teachers to develop professional development opportunities that are specifically and intentionally aligned to support individual teachers as they improve their ability to personalize instruction within their classrooms. Administration assists in adjusting core curriculum/instructional materials as needed to best support teacher teams/individual teachers/specific classrooms as they strive to differentiate instruction for all students.</p> <p>Tags: MTSS, Math, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Curriculum Design, Instructional Coaching, Intervention, Data Use, ILT, Personalized Learning, Instructional practices, Differentiated instruction, Scheduling, Aligned resources, Progress monitoring, Literacy, Instruction, Instructional materials, Ccss, Feedback, Communication, Planning, Writing, Mentorship, Nwea, Grade level meetings, Cognitive demand, Academic expectations, Pd, Goalsetting, Iep, Accountability, Co-teaching, Map, Best practice, Assessment design, Growth mindset, Instructional planning, Observations, Data analysis, Coaching, Expectations, Data tracking, Behavior supports, Benchmark progress monitoring, Administration, Instructional strategy, Academic learning, Core Instruction, Specialized Academic Programs - Gifted, Curriculum Design, Instructional Coaching, ILT, Personalized Learning, Academic gain, Differentiated instruction, Instructional material, Mentorship, Pd, Co-teaching, Growth mindset, Expectations, Benchmark progress monitoring, Administration</p>	Administration Teachers	Sep 5, 2016	Jun 23, 2017	Not started
<p><b>+</b> SUPPORT (Tier 3) Administration will schedule additional time for teachers and support staff to meet regarding students who have demonstrated a need for additional support. Teachers thus benefit from increased support for diverse learners and twice-exceptional students, students thus benefit from well-informed teachers. The support staff will work closely with (counsel) the teachers who directly work with/service these students. In-depth information and/or professional development will be provided to the teacher at the beginning of each year and then throughout the year, as needed to ensure individual students are very well-supported.</p> <p>Tags: MTSS, Math, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Curriculum Design, Instructional Coaching, Intervention, Data Use, ILT, Personalized Learning, Instructional practices, Differentiated instruction, Scheduling, Aligned resources, Progress monitoring, Literacy, Instruction, Instructional materials, Ccss, Feedback, Communication, Planning, Writing, Mentorship, Nwea, Grade level meetings, Cognitive demand, Academic expectations, Pd, Goalsetting, Iep, Accountability, Co-teaching, Map, Best practice, Assessment design, Growth mindset, Instructional planning, Observations, Data analysis, Coaching, Expectations, Data tracking, Behavior supports, Benchmark progress monitoring, Administration, Instructional strategy, Academic learning, MTSS, Diverse Learners, Specialized Academic Programs - Gifted, Personalized Learning, Support, Growth mindset</p>	Administration Teachers	Sep 5, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p><b>+</b> TEACHER TO TEACHER (Co-Teaching) Administration schedules time for teachers to share their successes with each other as collaborative teams rather than individual. In doing so, they are sharing expertise/challenges strategies for student growth/support (Academic and SEL). In order to foster this, administration increases/strategically schedules opportunities for teachers to co-teach. Additionally, this provides opportunities for SEL growth within/among students across grade levels by allowing them to participate in tasks/activities projects with older/younger students.</p> <p>Tags: Specialized Academic Programs - Gifted, Behavior and Safety, Climate and Culture, SEL, Community schools, Trust, Academic gain, Parental involvement, Resources, Motivation, Partnerships, School climate, Student enrichment, Feedback, Community, Cooperative learning, Mentorship, Vision, Teacher-teacher trust &amp; support, Culture of learning, After-school, Diversity, Relationships, Behavior, Best practice, Responsive classroom, Service learning, Volunteer, Open house, Ubd, Behavior supports, Student success, Academic supports, Climate and Culture, SEL, Motivation, Partnerships, School climate, Student enrichment, Feedback, Community, Cooperative learning, Vision, Teacher-teacher trust &amp; support, Culture of learning, Relationships, Best practice</p>	Administration Teachers	Sep 5, 2016	Jun 23, 2017	Not started
<p><b>+</b> ADMINISTRATION TO TEACHER (Partnership) Administration informally observes all classrooms at least once per week by participating in activities/tasks with the students and/or co-teaching lessons. Administration becomes a teacher partner, building trust and modeling expectations.</p> <p>Tags: Specialized Academic Programs - Gifted, Behavior and Safety, Climate and Culture, SEL, Community schools, Trust, Academic gain, Parental involvement, Resources, Motivation, Partnerships, School climate, Student enrichment, Feedback, Community, Cooperative learning, Mentorship, Vision, Teacher-teacher trust &amp; support, Culture of learning, After-school, Diversity, Relationships, Behavior, Best practice, Responsive classroom, Service learning, Volunteer, Open house, Ubd, Behavior supports, Student success, Academic supports, Climate and Culture, SEL, Trust, Motivation, Partnerships, School climate, Feedback, Community, Mentorship, Vision, Culture of learning, Relationships</p>	Administration Teachers	Sep 5, 2016	Jun 23, 2017	Not started
<p><b>+</b> TEACHER TO STUDENT (Mentoring Program) Teachers mentor students, being sure that vulnerable students are connected with an adult who may or may not be their homeroom teacher. Adults who feel especially connected with students will be matched with students on a case-by-case basis. Administration will create the initial parameters/set-up of this program and will check-in and adjust as the program continues. Students will "check-in" with their mentors as often as, and in such ways as, their individual needs require.</p> <p>Tags: Specialized Academic Programs - Gifted, Behavior and Safety, Climate and Culture, SEL, Community schools, Trust, Academic gain, Parental involvement, Resources, Motivation, Partnerships, School climate, Student enrichment, Feedback, Community, Cooperative learning, Mentorship, Vision, Teacher-teacher trust &amp; support, Culture of learning, After-school, Diversity, Relationships, Behavior, Best practice, Responsive classroom, Service learning, Volunteer, Open house, Ubd, Behavior supports, Student success, Academic supports, Climate and Culture, Trust, Motivation, Partnerships, School climate, Mentorship, Vision, Student success</p>	Administration Teachers Students	Sep 5, 2016	Jun 23, 2017	Not started
<p><b>+</b> STUDENT TO STUDENT (Student Council) Since we have a strong student-student mentoring program between the primary and upper grades, students and staff will work together to create a student council. This will create student SEL bonds across all grade levels. Work done by the student council will be in the best interests of the entire student community as well as the community at large, through service learning projects. The establishment of a Student Council will support SEL and Habits of Mind as well as welcoming diversity, promoting shared leadership and responsibility, and supporting a culture of collaborative learning.</p> <p>Tags: Specialized Academic Programs - Gifted, Behavior and Safety, Climate and Culture, SEL, Community schools, Trust, Academic gain, Parental involvement, Resources, Motivation, Partnerships, School climate, Student enrichment, Feedback, Community, Cooperative learning, Mentorship, Vision, Teacher-teacher trust &amp; support, Culture of learning, After-school, Diversity, Relationships, Behavior, Best practice, Responsive classroom, Service learning, Volunteer, Open house, Ubd, Behavior supports, Student success, Academic supports, Climate and Culture, Trust, Academic gain, Partnerships, Communication, Community, Shared leadership, Service learning, Student council, Student success, Academic supports</p>	Administration Teachers Students	Sep 5, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p><b>+</b> ADMINISTRATION/TEACHERS TO FAMILIES (Stakeholder Initiative Teams) All community members will be invited to work together over a two year period to establish stakeholder teams which each focus on a particular solution/initiative. As resources allow, these would ideally and flexibly include: an attendance team, a community partnership(donor/service learning) team, a STEM (tech/library) team, a fine arts team, and a Green Space team. These teams will work together, directly on Strategy 1 and Strategy 2; thus supporting Strategy 3. Teams will work together to organize/encourage volunteers as well as reach out to the school community and greater community to identify potential resources for additional programming/opportunities for students in each of their respective focus areas. Teams will remain flexible with regard to their members in order to encourage the maximum amount of participation. Teams will report their findings/suggestions to a fixed team organizer at monthly LSC meetings, who will then pass their recommendations on to the administration.</p> <p>Tags: Specialized Academic Programs - Gifted, Behavior and Safety, Climate and Culture, SEL, Community schools, Trust, Academic gain, Parental involvement, Resources, Motivation, Partnerships, School climate, Student enrichment, Feedback, Community, Cooperative learning, Mentorship, Vision, Teacher-teacher trust &amp; support, Culture of learning, After-school, Diversity, Relationships, Behavior, Best practice, Responsive classroom, Service learning, Volunteer, Open house, Ubd, Behavior supports, Student success, Academic supports, Science, Attendance, Climate and Culture, Family and Community Engagement, Trust, Music, Communication, Technology/stem, Fine arts, Library, Service learning, Parent partnerships, Volunteer, Parent engagement</p>	Administration Teachers Families Students	Sep 5, 2016	Jun 23, 2017	Not started

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

### NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

### Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Not complete

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

n/a

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

n/a

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

n/a

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

n/a

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.

n/a

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.

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

#### Policy Implementation Activities

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

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

- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

(Blank)

**Parent Compact**

**Not 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.)

(Blank)

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.

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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).

(Blank)

**Parent Budget**

**Not complete**

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

(Blank)

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

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

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