



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/23/2016	Instructional Leadership Team Members	Continuous Improvement Work Plan
03/08/2016	Instructional Leadership Team Members	Continuous Improvement Work Plan
03/09/2016	Teacher Teams	Continuous Improvement Work Plan
04/05/2016	Instructional Leadership Team Members	Continuous Improvement Work Plan
04/14/2016	Bilingual Advisory Council/Parent Advisory Council and Local School Council Members	Continuous Improvement Work Plan
04/27/2016	Paraprofessional's	Continuous Improvement Work Plan

Leadership & Collective Responsibility:

Score

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

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The mission and vision is shared with all stakeholders. The information is shared in English and Spanish in letters and presentations held at the monthly parent and community meetings. The mission and vision is stated on all agenda's, handbooks and presentations. Leadership and collective responsibility is demonstrated at George Rogers Clark Elementary school by the following: (a) all staff members are involved in committee's, (b) staff members lead and facilitate professional development, (c) parent and community members are engaged monthly in regards to the progress of teaching and learning, (d) the mission statement is included on all documents, (e) students have ownership of the school as being rated one plus, (f) the master schedule allows for common planning time and collaboration, (g) school improvement is monitored continuously, (h) GR Clark staff is able to work effectively without external distractions and (i) data guides all instructional and programming outcomes.

In addition, GR Clark's Five Essential Survey results indicate that GR Clark is Well Organized with the following metrics scored as strong in the areas of effective leaders, collaborative teachers, involved families and ambitious instruction.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the

theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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The instructional leadership team engages in on-going data analysis and action planning. Data is current and timely, disaggregated and becomes more intentional with instruction. The talents of all team members are utilized and is representative of the student body. The instructional leadership team meets every other Tuesday with an agenda, established norms and equity in voice. The Instructional Leadership Team celebrates accomplishments, shares information with teams. GR Clark's Instructional Leadership team leads and facilitates professional development, uses data to develop and guide school programs and needs.

GR Clark's Instructional Leadership Team is rated as highly effective according to the Instructional Leadership Team Effectiveness Rubric. Indicators of the My Voice My School Survey reveal that GR Clark is Well Organized with the following metrics scored as strong in the areas of effective leaders, collaborative teachers,involved families and ambitious instruction.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

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All staff members engage in on going professional development via various methods as the following: (a) team building activities, (b) having collegial conversations, (c) participating in staff surveys, (d) participating in peer observations, (e) participating in school based, network and district professional development, (f) team meetings include the incorporation of TED videos, (g) new teachers are provided a mentor teacher, (h) the staff engages in weekly professional learning and (i) teams have time for collaboration due to the flexibility of the master schedule.

Indicators of the My Voice My School Survey reveal that GR Clark is Well Organized with the following metrics scored as strong in the areas of effective leaders, collaborative teachers, involved families and ambitious instruction. GR Clark's School Quality Rating Reports indicates the following: 58.3% of students are making their growth target and students school wide attainment level is the 77th percentile for reading and the 72nd percentile in mathematics.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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There is flexibility in scheduling that provides teacher teams daily common planning time. The master schedule affords the special teachers to provide targeted instruction for students. GR Clark receives many grants and partnerships to support teaching and learning. Grants and partnerships include the following: (a) Erickson Institute, (b) Ravinia, (c) Hubbard Street Dance and (d) PATHS. Additional partnerships include The Cook County Youth Services, Prevention Partnership and We Day. All stakeholders are engaged as partners and resources. GR Clark's budget is aligned to the CIWP priorities and the mission of the school. Lastly, instructional materials and resources are available for all staff members.

Indicators of the My Voice My School Survey reveal that GR Clark is Well Organized with the following metrics scored as strong in the areas of effective leaders, collaborative teachers, involved families and ambitious instruction.

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

Score

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

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GR Clark has adopted Go Math curriculum for grades kindergarten through eight and Algebra. The following items are reflective of the Common Core State Standards: (a) lesson plans, (b) grade books, (c) bulletin boards, and (d) computer software programs. GR Clark offers Algebra for students in grades sixth, seventh and eighth. GR Clark students are afforded the opportunity to engage in real world application beyond the classroom through participation of programs and engaging in field experiences in collaboration with the following organizations: (a) Ravinia, (b) Shakespeare Theater, (c) Black Ensemble Theater, (d) Museum of Science and Industry.

Indicators of the My Voice My School Survey reveal that GR Clark is Well Organized with the following metrics scored as strong in the areas of effective leaders, collaborative teachers, involved families and ambitious instruction. GR Clark's School Quality Rating Reports indicates the following: 58.3% of students are making their growth target and students school wide attainment level is the 77th percentile for reading and the 72nd percentile in mathematics.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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

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A variety of instructional materials are providing for student learning academically and social and emotionally. Such materials include the following: (a) computer based programs aligned to Common Core State Standards, (b) textbooks aligned to Common Core State Standards, (c) audio equipment including laptops, calculators, ipads and headphones, (c) classroom libraries and leveled texts and (d) interactive and instructional bulletin boards.

GR Clark's School Quality Rating Reports indicates the following: 58.3% of students are making their growth target and students school wide attainment level is the 77th percentile for reading and the 72nd percentile in mathematics.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Students are afforded the following rigorous learning opportunities: (a) algebra for students in grades sixth, seventh and eighth, and (b) developing science fair projects in grades pre-kindergarten through grade 8. Lesson plans reflect the key shifts in literacy and mathematics. Students engage in math talks and problem of the month. Technology is incorporated with the use of Google Classroom. The staff examines the instructional program and provides feedback through learning walks, peer observations and participation in coaching.

GR Clark’s School Quality Rating Reports indicates the following: 58.3% of students are making their growth target and students school wide attainment level is the 77th percentile for reading and the 72nd percentile in mathematics.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

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Students in grades sixth, seventh and eighth participate in a high school readiness course which affords students and parents the opportunity to prepare for high school and beyond by engaging stakeholders in programs and activities that promote transitions, college & career access. Students participate in the following programs and activities: (a) High Jump, (b) Midtown and Metro, (c) college door competition, (d) algebra, (e) shadow days, (f) high school fair, (g) student teacher data conferences, (h) Do the Write Thing competition, (i) parent nights and (j) the completion of interest inventory.

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Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry**

process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with:

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Instruction encompasses a range of effective pedagogical approaches as the following: (a) flexible grouping, (b) open-ended questions, (c) complex text, (d) gathering textual evidence, (e) the incorporating of computer software programs, (f) student conferencing, (g) targeted support, (h) student data conferences, (i) co-teaching models, (j) student personal learning plans, (k) student remediation plans. In addition, the staff engages in peer observations and learning walks in an effort to improve teaching and learning.

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Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**

- Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
- Provide targeted supports to individual students or groups of students based on their identified needs.
- Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

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

GR Clark provides systems of support for academics and social and emotional learning. There is a menu of tiered support for academics and social emotional learning. Students receive targeted support. Students have personal learning plans, identified growth targets. There is a school wide attendance plan to provide supports for all students to improve attendance.

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Guide for Multi-Tiered System of Support

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

with varied instructional strategies and SEL support of varying degrees of intensity for all students.

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

GR Clark has adopted a consistent school-wide grading policy. Lesson plans reflect weekly and biweekly assessments. In addition, lesson plans include WIDA standards, accommodations and modifications. Performance tasks are administered three times a year, students participate in district and state testing, computer software program provides on-going data regarding student understanding of a skill or concept(s). Data analysis is on going and guide the work of the instructional program.

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Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student**

Tasks)

- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

There is a shared belief in the importance of learning and hard work by all stakeholders. All staff members convey high expectations for learning. This is evident by the following: (a) staff engages in co-teaching models, (b) the promotion of achievement and growth through school-wide incentives, (c) student ownership of data, (d) promotion of attendance through school wide incentives, (e) staff collaboration, (f) teacher and peer feedback, (g) celebrating students through the student of the month, (h) cross curricular integration, (i) bulletin boards reflective of PATHS, expectations, rubrics and Social Emotional Learning.

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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
Evidence	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 3 4

There is a trusting relationship between students and staff. Adult-student interactions are positive, caring and respectful. Student interactions are mutually supportive and respectful. There is shared leadership and staff collaboration.

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Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Students are interested and engaged in learning, they are invested within their school and contribute to their community. This is evident by the following: (a) student participation in sports program, (b) student participation in cultural partnerships and performances, (c) student participation in extended learning programs as High Jump, Metro, and the Daniel Murphy Scholarship program, (d) student led community service projects as a school food drive, (e) all stakeholders participation in Random Acts of Kindness, (f) student participation in the Do The Write Thing competition where they write essays about non-violence, and (g) opportunities provided as a Creative Arts Excelling School and Magnet Cluster School.

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Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

GR Clark has clearly defined routines and expectations that everyone contributes to maintaining a safe and orderly school environment. All staff engages in professional development focused on maintaining a positive climate and culture. Elements of the Foundation program is present for student transitions and voice levels within the hallways and cafeteria. Classroom rules, rewards and consequences are evident with all classroom settings. There is a bathroom break schedule which is monitored and supported by all staff members including security. Camera's are present within the building. A school nurse is available daily. Students and staff engage in safety drills. GR Clark maintains their Emergency plan, update student emergency information regularly.

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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.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 2 3 4

GR Clark provides the following supports for promoting positive student behaviors: (a) the implementation of the PATHS program, (b) incentive program for positive behaviors, (c) the use of Class Dojo, (d) maintaining regular contact with parents, (e) establishing school-wide norms, (f) employing student reflection sheets and peace circles, (g) providing a menu of supports for Social Emotional learning and in class support by the school counselor and clinicians, (h) student participation in the character education course, and (i) engaging students in restorative conversations.

Indicators of the My Voice My School Survey reveal that GR Clark is Well Organized with the following metrics scored as strong in the areas of effective leaders, collaborative teachers,involved families and ambitious instruction.GR Clark's School Quality Rating Reports indicates the following: 58.3% of students are making their growth target and students school wide attainment level is the 77th percentile for reading and the 72nd percentile in mathematics. GR Clark's Attendance rate is 96%. GR Clark is identified as an exemplar supportive school as defined by the Office of Social and Emotional Learning.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 2 **3** 4

There is on-going communication to parents via home visits, conferences, telephone calls, emails, Class Dojo, Parent Portal, letters in English and Spanish. Parents participate in the Bilingual Advisory Committee, Parent Advisory Committee and Local School Council. Parents volunteer within the school, on field trips, participate in school activities and assemblies. One hundred percent of parents participate in Parent Teacher Student Conferences. Seventy-three percent of GR Clark parents have parent portal accounts.

Indicators of the My Voice My School Survey reveal that GR Clark is Well Organized with the following metrics scored as strong in the areas of effective leaders, collaborative teachers, involved families and ambitious instruction. GR Clark's School Quality Rating Reports indicates the following: 58.3% of students are making their growth target and students school wide attainment level is the 77th percentile for reading and the 72nd percentile in mathematics. GR Clark's Attendance rate is 96%. GR Clark is identified as an exemplar supportive school as defined by the Office of Social and Emotional Learning.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
GR Clark's average percentile growth is at the 68th percentile. The growth in student performance is an average of eight percentile points which is our identified rate of growth for reading.	60.00	77.00	85.00	93.00
National School Growth Percentile - Math				
GR Clark's average percentile growth is at the 47th percentile. The growth percentile in mathematics decreased by eleven percentiles points. The mid point for growth is 5.5 points which our identified rate of growth for mathematics.	53.00	42.00	47.50	53.00

% of Students Meeting/Exceeding National Ave Growth Norms

Approximately 50%-60% of students nationwide meet or exceed their growth projections as such we have identified our rate based on national norms.

48.70

(Blank)

50.00

55.00

African-American Growth Percentile - Reading

GR Clark's average percentile growth is at the 68th percentile. For African Americans students there was no change in growth in reading. To meet our overall percentile goal of being at the 85th percentile, student performance growth goals should be at the 65th percentile. The growth in student performance is an average of eight percentile points which is our identified rate of growth for reading.

57.00

57.00

65.00

73.00

Hispanic Growth Percentile - Reading

GR Clark's average percentile growth is at the 68th percentile. For Hispanic students the average growth is at the 74th percentile. The average growth rate is thirty three points. With establishing realistic and attainable goals we have identified increasing the percentile by two percentile points.

57.00

90.00

92.00

95.00

English Learner Growth Percentile - Reading

Not applicable at this time.

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Reading

GR Clark's average percentile growth for diverse learners is at the 5th percentile. The growth percentile in reading decreased by five percentiles points. The mid point for growth is 2.5 points which our identified rate of growth for reading.

7.00

2.00

5.00

8.00

African-American Growth Percentile - Math

GR Clark's average percentile growth for African American students is at the 45th percentile. The growth percentile in mathematics decreased by thirty eight percentiles points. The mid point for growth is 19 points which our identified rate of growth for mathematics.

64.00

26.00

45.00

64.00

Hispanic Growth Percentile - Math

GR Clark's average percentile growth for Hispanic students is at the 47th percentile. The growth percentile in mathematics increased by thirty eight percentiles points. The mid point for growth is 19 points which our identified rate of growth for mathematics.

28.00

66.00

70.00

89.00

English Learner Growth Percentile - Math

Not applicable at this time.

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Math

GR Clark's average percentile growth for Diverse Learners is at the 50th percentile. The growth percentile in mathematics decreased by ninety eight points. The mid point for growth is 49 points which is the identified rate of growth for mathematics.

99.00

1.00

50.00

99.00

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

GR Clark's average attainment percentile in reading is at the 68th percentile. The attainment percentile in reading increased by ten points. The mid point for growth is 5 points which is the identified rate of growth for mathematics.

63.00

73.00

78.00

83.00

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

GR Clark's average attainment percentile in math is at the 76th percentile. The attainment percentile in math decreased by eleven points. The mid point for growth is 5.5 points which is the identified rate of growth for mathematics.

83.00

72.00

78.00

84.00

National School Attainment Percentile - Reading (Grade 2)

GR Clark's average attainment percentile in reading is at the 95th percentile. The attainment percentile in reading decreased by eight points. The mid point for growth is 4 points which is the identified rate of growth for reading.

99.00

91.00

95.00

99.00

National School Attainment Percentile - Math (Grade 2)

GR Clark's average attainment percentile in math is at the 87th percentile. The attainment percentile in math decreased by twenty two points. The mid point for growth is 11 points which is the identified rate of growth for mathematics.

98.00

76.00

87.00

98.00

% of Students Making Sufficient Annual Progress on ACCESS

On average 62% of students are making sufficient annual progress on ACCESS. The percent of students making progress on ACCESS decreased twenty three points. The mid point for growth is 12 points which is the identified rate of growth for students making sufficient annual progress on ACCESS.

72.70

50.00

62.00

74.00

Average Daily Attendance Rate

GR Clark's average attendance rate is 95.5%. GR Clark's attendance rate increased by 0.5 points. The mid point for growth is 0.25 points which is the identified rate of growth for attendance.

95.70

96.20

96.45

96.70

My Voice, My School 5 Essentials Survey

GR Clark's goal for My Voice, My School 5 Essentials Survey is to maintain the current level for improvement as well organized.

(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...

implement and examine differentiated instruction in reading and mathematics which is aligned to the Common Core State Standards including small groups based on RIT bands, plan and assign tasks that are cognitively challenging, reflect the key shifts in literacy and mathematics, provide opportunities for students to create authentic work and supplemental programs

targeted instruction to support student areas of need and growth

increase student growth and attainment in reading and mathematics by ten percent.

Tags:

Curriculum maps, Authentic tasks, Small group instruction, Academic rigor, Interdisciplinary units

Area(s) of focus:

3

Action step

Responsible

Timeframe

Evidence for status

Status

Engage in professional development focusing on creating and evaluating rigorous student work and using the Student Work Protocol.

Administration, Teachers and Paraprofessionals

Aug 31, 2017 to Aug 31, 2017

Agenda's, sign in sheet

On-Track

Rigorous tasks, Student work protocol

Examine student work samples monthly using the Student Work Protocol during team meetings identifying the second week for a literacy focus and the fourth week of the month as a math focus.	Administration, Teachers and Paraprofessionals	Sep 5, 2016 to Jun 22, 2017	Lesson plans, student work samples in reading and mathematics, team meeting agenda's and sign in sheets	On-Track
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Grade level meetings, Student work, Student work protocol

Engage teachers and paraprofessionals in the process of Quarterly Unit Planning using Backward Design methodology thereby deriving bi-weekly lesson plans.	Administration, Teachers and Paraprofessionals	Sep 5, 2016 to Jun 22, 2017	Unit and Lesson plans	Cancelled
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Lesson planning, Curriculum mapping, Quarterly planning

Create and implement thematic units to include literacy, mathematics, science, technology and art for the second and fourth quarter of the school year.	Teachers and paraprofessionals	Oct 31, 2016 to Jun 22, 2017	Unit and lesson plans and observation of student learning	On-Track
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Authentic tasks, Arts integration, Thematic units

Engage students in authentic writing opportunities by creating and publishing a quarterly school newsletter where each classroom submits two student written articles for publication.	Teachers, paraprofessionals, students and administration	Oct 31, 2016 to Jun 22, 2017	Unit and lesson plans and observation of student learning	On-Track
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MTSS, Data, Authentic writing

Ensure that all staff members know RIT bands for reading and mathematics and provide resources around tiered supports and creating small groups.	Teachers, paraprofessionals, students and parents	Oct 31, 2016 to Jun 22, 2017	Student data conferences goals sheets, MTSS monitoring documents, remediation plans, observations and discussions.	On-Track
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Multi-tiered support systems, Rit bands, Small group

Strategy 2

If we do...

implement policies and procedures that emphasize proactive, instructive and restorative approaches including peace circles and mentoring opportunities.

...then we see...

strong, consistent school and classroom climates, students modeling appropriate behaviors and more engaged learning.

...which leads to...

an environment of respect and rapport, students having ownership in their own behaviors, decreased student misconducts thereby increasing restorative practices by ten percent.

Tags:
Climate and Culture, Mentoring, Restorative practices

Area(s) of focus:
2

Action step

Responsible

Timeframe

Evidence for status

Status

Assign a lead staff person to lead and facilitate restorative approaches to discipline practices thereby minimizing punitive consequences for students.	Administration	Aug 29, 2016 to Sep 2, 2016	Committee Chairpersons handout	On-Track
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Restorative approaches, Discipline, Consequence

Engage all staff members in professional development on restorative justice practices.	All staff members	Aug 29, 2016 to Sep 2, 2016	Sign in sheets, agenda and observation of practices.	On-Track
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Professional development, Restorative practices

Create, adopt and implement school-wide uniform rules, rewards and consequences at the classroom level to provide consistent school and classroom climates.	All staff members	Aug 29, 2016 to Sep 2, 2016	Sign in sheets, agenda, adopted rules, rewards and consequences	On-Track
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Second step, Classroom management, Rules, Rewards

Invest and implement Social and Emotional Learning materials Second Step program for students in grades 6th – 8th.	Administration, counselor, security, teachers and paraprofessionals in grades 6th - 8th	Aug 29, 2016 to Sep 30, 2016	Second Step program materials, observation of program in practice.	On-Track
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Second step, Social emotional learning

Engage staff in professional development focused on implementation of the Second Step Social Emotional Learning Program.	Administration, counselor, security, teachers and paraprofessionals in grades 6th - 8th	Aug 29, 2016 to Sep 30, 2016	sign in sheets, agenda, observation of program in practice.	On-Track
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Professional development, Second step, Social emotional learning

Review student on track report and discipline data to monitor school wide practices quarterly.	Administration, teachers, paraprofessionals, counselor and security.	Aug 29, 2016 to Jun 22, 2017	On Track Report, Discipline data, sign in sheets, agenda, observation of program in practice.	On-Track
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On track, Data analysis, Discipline

Build in time in the master schedule to reflect Social and Emotional Learning programs allocated day(s) and time PATHS for K - 5th and Second Step for grades 6th -8th	Administration and Instructional Leadership Team	Jun 27, 2016 to Jun 30, 2016	Master Schedule with SEL time identified	Completed
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Paths, Master schedule, Second step

Monitor SEL programs implementation PATHS for K - 5th and Second Step for grades 6th -8th.	Administration and SEL Team	Aug 22, 2016 to Jun 22, 2017	Classroom Observations, On Track Reports and Discipline Data	On-Track
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Second step, Monitoring, Path

Strategy 3

If we do...

implement a plan and monitor targeted student support with varied instructional strategies and provide SEL support of varying degrees of intensity for all students based on student needs.

...then we see...

a decrease in student misconducts and disciplinary infractions, increased student achievement and attainment and better use of instructional time.

...which leads to...

increase student attendance by one percent and increase student growth and attainment by ten percent.

Tags:

MTSS, SEL, Progress monitoring, Data analysis

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Develop a streamlined system for referring, identifying and monitoring students in need of tier 2 and tier 3 supports for academics and behaviors.

Administration, teachers, paraprofessionals and related service providers

Aug 29, 2016 to Sep 2, 2016

MTSS guidance document that includes the plan for referring, identifying and monitoring students; Monitoring tools for progress monitoring.

On-Track

Academic, Multi-tiered support systems, Process, Behaviors

Expand menu of tier 2 and tier 3 interventions to address a broader range of social and emotional needs of students.

Administration, teachers, paraprofessionals and related service providers

Aug 29, 2016 to Sep 2, 2016

Identified tier 2 and tier 3 interventions for SEL; observations and progress monitoring tools.

On-Track

SEL, Integration, Menu

Incorporate Social Emotional Learning Competencies into all subject areas, lesson plans and activities.

Teachers, paraprofessionals and administration

Sep 5, 2016 to Jun 22, 2017

Unit plans, lesson plans, and agenda's

On-Track

Lesson plans, Social emotional learning

Engage all staff members Tier 1 instructional and SEL supports.

Teachers, paraprofessionals and administration

Aug 29, 2016 to Jun 22, 2017

Peer observations and REACH observations.

On-Track

Tier 1, Social emotional learning, Peer to peer observations

Monitor student progress regarding MTSS supports and growth academically and behaviorally.

Teachers, paraprofessionals and administration

Aug 29, 2016 to Jun 22, 2017

Student progress monitoring tool shared with all stakeholders via google drive, Remediation plans and personal learning plans.

On-Track

MTSS, Personalized learning plan, Remediation, Monitoring tools

Strategy 4

If we do...

involve parents in the instructional program, messaging expectations, fostering a better connection between the school and home and

...then we see...

high levels of communication, parent participation and engagement supporting teaching and learning.

...which leads to...

engaged families in the learning process, improve parent school relationships and improve attendance by one percent and

inspiring participation and high levels of collaboration with families.

student growth by ten percent.

Tags:

Relationships, Expectations, Parents, Collaboration

Area(s) of focus:

4

Action step 2

Responsible 2

Timeframe 2

Evidence for status 2

Status

Engage parents in ways in which they can volunteer within the school by hosting a workshop outlining the volunteer process and provide parents with the opportunity to sign up to volunteer.

Administration

Sep 9, 2016 to Jun 30, 2017

Agenda, Parent Sign in sheet

On-Track

Parent engagement, Volunteer process

Expand parental support by providing an opportunity for parents to create parent portal accounts to access Gradebook twice a year.

Administration and Technology Coordinator

Sep 9, 2016 to Jun 30, 2017

Agenda, sign in sheets, the number of parent portal accounts generated

On-Track

Gradebook, Parent portal, Training

Expand parental support and ownership of teaching and learning by engaging parents in professional development focused on student outcomes including student growth data and grades.

Administration, teachers and paraprofessionals

Nov 7, 2016 to Apr 30, 2017

agenda's and sign in sheets

On-Track

Parent engagement, Student growth, Student outcomes

Increase parent involvement by hosting two assemblies outlining school wide expectations twice a year.

All staff members

Sep 5, 2016 to Mar 31, 2017

agenda's and sign in sheets

On-Track

Communication, Parent engagement, School expectations

Increase parent involvement by hosting classroom round tables for parents outlining classroom expectations.

Teachers and paraprofessionals

Sep 5, 2016 to Mar 31, 2017

agenda's and sign in sheets

On-Track

Communication, Expectations, Round tables

Enhance communications to parents by creating and distributing a quarterly parent newsletter that shares resources, school's progress, programs and instructional focus.

Teachers, paraprofessionals and administration

Nov 1, 2016 to Apr 30, 2017

student articles and newsletter

On-Track

Resources, Parent newsletter, Communications

Strategy 5

If we do...

...then we see...

...which leads to...

provide opportunities to engage students to make positive contributions to the school and community as student government and mentoring programs.

students interested and engaged in learning and decision making, invested in their school and contributing to their community

engaged students and a supportive learning environment thereby increasing overall attendance to 96%.

Tags:

Attendance, Student voice, engagement, Student government

Area(s) of focus:

5

Action step	Responsible	Timeframe	Evidence for status	Status
Engage the staff in professional development focused on debates and Socratic seminars in the classrooms.	All staff members	Aug 29, 2016 to Sep 2, 2016	agenda, minutes and sign in sheet	Behind

Socratic seminars, Debates

Engage students in grades 3rd – 8th in debates and Socratic seminars in the classrooms for the second quarter of the school year.	Teachers, paraprofessionals, students and parents	Sep 5, 2016 to Jun 22, 2017	observations and student work	Behind
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Socratic seminars, Debates, Student government

Identify a staff lead for student government.	Administration	Aug 29, 2016 to Sep 2, 2016	Lead person identified on committee list	On-Track
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Climate and Culture, Student government, Staff lead, Professional responsibilities

Create and implement student government to include the following positions: mayor, deputy mayor, treasurer, clerk and aldermen.	Teachers, paraprofessional and administration	Sep 5, 2016 to Jun 22, 2017	Student council minutes, agenda and sign in sheet	On-Track
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Climate and Culture, Student engagement, Student government

Facilitate monthly student led council meetings to provide students with a platform for choice, voice, action and connect to decision makers.	Teachers, paraprofessional and administration	Oct 3, 2016 to May 31, 2017	Student council minutes, agenda and sign in sheet	On-Track
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Climate and Culture, Professional responsibility, Etiquette

Identify a staff lead for the Etiquette club.	Administration	Nov 7, 2016 to May 31, 2017	Lead person identified on committee list	Cancelled
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Climate and Culture, Professional responsibility, After school

Create an after school Etiquette club that will focus on character education and social and emotional learning to reinforce students making positive contributions to the school and community.	Administration and Etiquette Lead Person	Nov 7, 2016 to May 31, 2017	Observations, the number of student led programs, the number of misconduct reports	Cancelled
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Climate and Culture, Mentoring, Student empowerment

Identify a staff lead for the mentoring program.	Administration	Nov 7, 2016 to May 31, 2017	Lead person identified on committee list	On-Track
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Climate and Culture, Professional responsibility, Mentoring

Create a mentoring program where students in grades 6th – 8th will mentor students in grades Kindergarten – 2nd.	Administration and Mentoring Lead Person	Sep 5, 2016 to Jun 22, 2017	Mentoring plan, guidelines and schedule; observations	On-Track
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Relationships, Collaboration, Mentoring

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Engage in professional development focusing on creating and evaluating rigorous student work and using the Student Work Protocol. Tags: Curriculum maps, Authentic tasks, Small group instruction, Academic rigor, Interdisciplinary units, Rigorous tasks, Student work protocol</p>	Administration, Teachers and Paraprofessionals	Aug 31, 2017	Aug 31, 2017	On-Track
<p>✚ Examine student work samples monthly using the Student Work Protocol during team meetings identifying the second week for a literacy focus and the fourth week of the month as a math focus. Tags: Curriculum maps, Authentic tasks, Small group instruction, Academic rigor, Interdisciplinary units, Grade level meetings, Student work, Student work protocol</p>	Administration, Teachers and Paraprofessionals	Sep 5, 2016	Jun 22, 2017	On-Track
<p>✚ Engage teachers and paraprofessionals in the process of Quarterly Unit Planning using Backward Design methodology thereby deriving bi-weekly lesson plans. Tags: Curriculum maps, Authentic tasks, Small group instruction, Academic rigor, Interdisciplinary units, Lesson planning, Curriculum mapping, Quarterly planning</p>	Administration, Teachers and Paraprofessionals	Sep 5, 2016	Jun 22, 2017	Cancelled
<p>✚ Create and implement thematic units to include literacy, mathematics, science, technology and art for the second and fourth quarter of the school year. Tags: Curriculum maps, Authentic tasks, Small group instruction, Academic rigor, Interdisciplinary units, Authentic tasks, Arts integration, Thematic units</p>	Teachers and paraprofessionals	Oct 31, 2016	Jun 22, 2017	On-Track
<p>✚ Engage students in authentic writing opportunities by creating and publishing a quarterly school newsletter where each classroom submits two student written articles for publication. Tags: Curriculum maps, Authentic tasks, Small group instruction, Academic rigor, Interdisciplinary units, MTSS, Data, Authentic writing</p>	Teachers, paraprofessionals, students and administration	Oct 31, 2016	Jun 22, 2017	On-Track
<p>✚ Ensure that all staff members know RIT bands for reading and mathematics and provide resources around tiered supports and creating small groups. Tags: Curriculum maps, Authentic tasks, Small group instruction, Academic rigor, Interdisciplinary units, Multi-tiered support systems, Rit bands, Small group</p>	Teachers, paraprofessionals, students and parents	Oct 31, 2016	Jun 22, 2017	On-Track
<p>✚ Assign a lead staff person to lead and facilitate restorative approaches to discipline practices thereby minimizing punitive consequences for students. Tags: Climate and Culture, Mentoring, Restorative practices, Restorative approaches, Discipline, Consequence</p>	Administration	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✚ Engage all staff members in professional development on restorative justice practices. Tags: Climate and Culture, Mentoring, Restorative practices, Professional development, Restorative practices</p>	All staff members	Aug 29, 2016	Sep 2, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Create, adopt and implement school-wide uniform rules, rewards and consequences at the classroom level to provide consistent school and classroom climates. Tags: Climate and Culture, Mentoring, Restorative practices, Second step, Classroom management, Rules, Rewards</p>	All staff members	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✦ Invest and implement Social and Emotional Learning materials Second Step program for students in grades 6th – 8th. Tags: Climate and Culture, Mentoring, Restorative practices, Second step, Social emotional learning</p>	Administration, counselor, security, teachers and paraprofessionals in grades 6th - 8th	Aug 29, 2016	Sep 30, 2016	On-Track
<p>✦ Engage staff in professional development focused on implementation of the Second Step Social Emotional Learning Program. Tags: Climate and Culture, Mentoring, Restorative practices, Professional development, Second step, Social emotional learning</p>	Administration, counselor, security, teachers and paraprofessionals in grades 6th - 8th	Aug 29, 2016	Sep 30, 2016	On-Track
<p>✦ Review student on track report and discipline data to monitor school wide practices quarterly. Tags: Climate and Culture, Mentoring, Restorative practices, On track, Data analysis, Discipline</p>	Administration, teachers, paraprofessionals, counselor and security.	Aug 29, 2016	Jun 22, 2017	On-Track
<p>✦ Build in time in the master schedule to reflect Social and Emotional Learning programs allocated day(s) and time PATHS for K - 5th and Second Step for grades 6th -8th Tags: Climate and Culture, Mentoring, Restorative practices, Paths, Master schedule, Second step</p>	Administration and Instructional Leadership Team	Jun 27, 2016	Jun 30, 2016	Completed
<p>✦ Monitor SEL programs implementation PATHS for K - 5th and Second Step for grades 6th -8th. Tags: Climate and Culture, Mentoring, Restorative practices, Second step, Monitoring, Path</p>	Administration and SEL Team	Aug 22, 2016	Jun 22, 2017	On-Track
<p>✦ Develop a streamlined system for referring, identifying and monitoring students in need of tier 2 and tier 3 supports for academics and behaviors. Tags: MTSS, SEL, Progress monitoring, Data analysis, Academic, Multi-tiered support systems, Process, Behaviors</p>	Administration, teachers, paraprofessionals and related service providers	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✦ Expand menu of tier 2 and tier 3 interventions to address a broader range of social and emotional needs of students. Tags: MTSS, SEL, Progress monitoring, Data analysis, SEL, Integration, Menu</p>	Administration, teachers, paraprofessionals and related service providers	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✦ Incorporate Social Emotional Learning Competencies into all subject areas, lesson plans and activities. Tags: MTSS, SEL, Progress monitoring, Data analysis, Lesson plans, Social emotional learning</p>	Teachers, paraprofessionals and administration	Sep 5, 2016	Jun 22, 2017	On-Track
<p>✦ Engage all staff members Tier 1 instructional and SEL supports. Tags: MTSS, SEL, Progress monitoring, Data analysis, Tier 1, Social emotional learning, Peer to peer observations</p>	Teachers, paraprofessionals and administration	Aug 29, 2016	Jun 22, 2017	On-Track
<p>✦ Monitor student progress regarding MTSS supports and growth academically and behaviorally. Tags: MTSS, SEL, Progress monitoring, Data analysis, MTSS, Personalized learning plan, Remediation, Monitoring tools</p>	Teachers, paraprofessionals and administration	Aug 29, 2016	Jun 22, 2017	On-Track
<p>✦ Engage parents in ways in which they can volunteer within the school by hosting a workshop outlining the volunteer process and provide parents with the opportunity to sign up to volunteer. Tags: Relationships, Expectations, Parents, Collaboration, Parent engagement, Volunteer process</p>	Administration	Sep 9, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Expand parental support by providing an opportunity for parents to create parent portal accounts to access Gradebook twice a year. Tags: Relationships, Expectations, Parents, Collaboration, Gradebook, Parent portal, Training</p>	Administration and Technology Coordinator	Sep 9, 2016	Jun 30, 2017	On-Track
<p>✦ Expand parental support and ownership of teaching and learning by engaging parents in professional development focused on student outcomes including student growth data and grades. Tags: Relationships, Expectations, Parents, Collaboration, Parent engagement, Student growth, Student outcomes</p>	Administration, teachers and paraprofessionals	Nov 7, 2016	Apr 30, 2017	On-Track
<p>✦ Increase parent involvement by hosting two assemblies outlining school wide expectations twice a year. Tags: Relationships, Expectations, Parents, Collaboration, Communication, Parent engagement, School expectations</p>	All staff members	Sep 5, 2016	Mar 31, 2017	On-Track
<p>✦ Increase parent involvement by hosting classroom round tables for parents outlining classroom expectations. Tags: Relationships, Expectations, Parents, Collaboration, Communication, Expectations, Round tables</p>	Teachers and paraprofessionals	Sep 5, 2016	Mar 31, 2017	On-Track
<p>✦ Enhance communications to parents by creating and distributing a quarterly parent newsletter that shares resources, school's progress, programs and instructional focus. Tags: Relationships, Expectations, Parents, Collaboration, Resources, Parent newsletter, Communications</p>	Teachers, paraprofessionals and administration	Nov 1, 2016	Apr 30, 2017	On-Track
<p>✦ Engage the staff in professional development focused on debates and Socratic seminars in the classrooms. Tags: Attendance, Student voice, engagement, Student government, Socratic seminars, Debates</p>	All staff members	Aug 29, 2016	Sep 2, 2016	Behind
<p>✦ Engage students in grades 3rd – 8th in debates and Socratic seminars in the classrooms for the second quarter of the school year. Tags: Attendance, Student voice, engagement, Student government, Socratic seminars, Debates, Student government</p>	Teachers, paraprofessionals, students and parents	Sep 5, 2016	Jun 22, 2017	Behind
<p>✦ Identify a staff lead for student government. Tags: Attendance, Student voice, engagement, Student government, Climate and Culture, Student government, Staff lead, Professional responsibilities</p>	Administration	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✦ Create and implement student government to include the following positions: mayor, deputy mayor, treasurer, clerk and aldermen. Tags: Attendance, Student voice, engagement, Student government, Climate and Culture, Student engagement, Student government</p>	Teachers, paraprofessional and administration	Sep 5, 2016	Jun 22, 2017	On-Track
<p>✦ Facilitate monthly student led council meetings to provide students with a platform for choice, voice, action and connect to decision makers. Tags: Attendance, Student voice, engagement, Student government, Climate and Culture, Professional responsibility, Etiquette</p>	Teachers, paraprofessional and administration	Oct 3, 2016	May 31, 2017	On-Track
<p>✦ Identify a staff lead for the Etiquette club. Tags: Attendance, Student voice, engagement, Student government, Climate and Culture, Professional responsibility, After school</p>	Administration	Nov 7, 2016	May 31, 2017	Cancelled
<p>✦ Create an after school Etiquette club that will focus on character education and social and emotional learning to reinforce students making positive contributions to the school and community. Tags: Attendance, Student voice, engagement, Student government, Climate and Culture, Mentoring, Student empowerment</p>	Administration and Etiquette Lead Person	Nov 7, 2016	May 31, 2017	Cancelled

District priority and action step	Responsible	Start	End	Status
<p>✦ Identify a staff lead for the mentoring program.</p> <p>Tags: Attendance, Student voice, engagement, Student government, Climate and Culture, Professional responsibility, Mentoring</p>	Administration	Nov 7, 2016	May 31, 2017	On-Track
<p>✦ Create a mentoring program where students in grades 6th – 8th will mentor students in grades Kindergarten – 2nd.</p> <p>Tags: Attendance, Student voice, engagement, Student government, Relationships, Collaboration, Mentoring</p>	Administration and Mentoring Lead Person	Sep 5, 2016	Jun 22, 2017	On-Track

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

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.

George Rogers Clark continue to host the Parent Advisory Council, Bilingual Advisory Council and Local School Council monthly meetings. We will host events as an open house, Title 1, state of the school and Family Nights. Parent surveys will be conducted twice a year to develop the parental involvement plan and policy; monitoring of the plan will occur quarterly.

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

George Rogers Clark will host an annual No Child Left Behind Parent Meeting on September 22, 2016 to review the Parent Compact and School-Wide Expectations. A Parent Advisory Council Organizational Meeting will be held in October 2016 in which monthly dates/times will be selected for monthly parent meetings. The monthly parent meetings will be held on the following dates: November 10, 2016, December 08, 2016, January 12, 2017, February 09, 2017, March 09, 2017, April 13, 2017, May 11, 2017 and June 08, 2017. In addition, George Rogers Clark Continuous Improvement Plan will be made available to all stakeholder via the school's website.

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.

George Rogers Clark will host an annual No Child Left Behind Parent Meeting on September 22, 2016 to review the Parent Compact and School-Wide Expectations. In addition, George Rogers Clark will host its Annual Open House in September outlining the curriculum, assessment tools and student outcome information. George Rogers Clark will host monthly parent meetings providing information about the curriculum, academic assessment tools and promotion expectations and criteria. Parents will receive a copy of George Rogers Clark's parent handbook outlining the curriculum, academic assessment tools and proficiency levels.

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.

George Rogers Clark parents will be afforded the opportunity to meet monthly with the Parent Advisory Council where they can share ideas and have a voice about the education of their children. Additionally, parents will be encouraged to attend Local School Council and Bilingual Advisory Committee meetings.

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.

George Rogers Clark's parents will receive a student growth report three times regarding their child's performance on NWEA for the Fall, Winter and Spring along with growth targets for the end of the year. George Rogers Clark parents will receive a report of their child's performance on the PARCC exam upon receipt from the State. George Rogers Clark parents will receive quarterly progress reports regarding their child's progress, parents will receive student report cards on the 1st and 3rd quarter through participation of Teacher Student Parent Conferences.

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.

A parent letter will be generated and distributed at the conclusion of the fourth week to parents indicating that their child has been assigned to or taught by a teacher who is defined as not "highly qualified" according to the Title I Final Regulations. The letter will be sent by mail via the United States Postal Service.

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.

George Rogers Clark Technology Coordinator will host two parent workshops focusing on computer safety skills, IMPACT Parent Portal and information about the computer software progress used within the classroom.

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.

George Rogers Clark Technology Coordinator will host two parent workshops focusing on computer safety skills, IMPACT Parent Portal and information about the computer software progress used within the classroom.

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.

George Rogers Clark staff will engage parents by hosting Family Curriculum Nights, parent workshops on technology, engaging parents in Report Card Pick Up and many school-wide events. In addition, George Rogers Clark will send quarterly parent newsletters, staff members will maintain contact logs to continue to cultivate parent partnerships.

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.

George Rogers Clark Preschool parents will be afforded the opportunity to meet annually in August with the preschool teacher and assistant to review and discuss the goals of the program. In addition, parents will be invited to participate in school activities as Family Nights, Field Trips and parent meetings.

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.

George Rogers Clark will ensure that the information related to school and parent programs will be printed in English and Spanish. The school website also serves as a vehicle to communicate school news and events which also includes Google Translate.

Policy Implementation Activities

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

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

N/A

Parent Compact

Complete

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

George Rogers Clark's mission is to provide curricular offerings consistent with common core standards based instruction for all students, establish an environment where mutual respect and positive relationships exist between students and faculty, staff, empower students to become self-advocate learners, and integrate the Arts and Technology throughout the curriculum.

George Rogers Clark mission will be accomplished by continuously building the capacity of all stakeholders in which all grow; using data to refine practices and provide targeted support for areas of strength and growth.

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.

George Rogers Clark will host parent teacher conferences on Wednesday, November 9, 2016 and April 19, 2017. In addition, parents will have the opportunity to schedule appointments with teachers Monday through Friday during non-instructional periods during the scheduled school from 8:30 am - 3:30 pm. Lastly, parents will have the opportunity to meet with staff members during open houses, Family Nights and Parent Meetings.

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

George Rogers Clark will provide parents with progress reports on October 7, 2016, January 9, 2017, March 10, 2017 and May 19, 2017. Student performance data on the NWEA will be provided in the Fall, Winter and Spring. Teachers will send home student assignments on classwork, projects and exams. Parents will have access to Parent Portal to regularly monitor student progress in all subject areas.

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

George Rogers Clark parents will have the opportunity to schedule appointments with staff members Monday through Friday during non-instructional periods during the scheduled school from 8:30 am - 3:30 pm. Lastly, parents will have the opportunity to meet with staff members during parent-teacher conferences, open houses, Family Nights and Parent Meetings.

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.

George Rogers Clark parents will have an opportunity to volunteer in accordance to the Chicago Board of Education Volunteer Policy. Teachers will identify parents to help with field trips, special projects and other class related activities.

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

George Rogers Clark parents can monitor student attendance, assignments, test and quizzes on IMPACT Parent Portal. In addition, parents can check student planners for daily and long-term assignments.

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

George Rogers Clark parents are encouraged to participate in monthly Parent Advisory Council Meetings, Local School Council Meetings and the Bilingual Advisory Council Meetings. In addition, parents are encouraged to make appointments to consult with the principal or the assistant principal.

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).

George Rogers Clark students are encouraged to come to school daily with the a positive attitude, ready to learn. Students are responsible for learning, understanding and working towards their end of year goals. Students can strive for incentives and awards as Student of the Month, Attendance Incentives, Recognition in School Award Assemblies and individual classroom awards.

Parent Budget

Complete

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

George Rogers Clark aims to empower parents with the tools needed to help their children exceed their goals.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 1 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 1 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 1 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 1 .00
53510	Postage Must be used for parent involvement programs only.	\$ 1 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0 .00

