Arthur E Canty Elementary School (/school-plans/61) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/23/2016	Grade Level Meetings during Prep Periods	Analyzed Previous CIWP what is working; where do we want to go? What do we need to change or add.
02/24/2016	ILT Members	CIWP Overview & Framework Ratings
03/01/2016	Mirowska, Zinck, Laurencell, Laduzinsky, Dorotiak, Daum, Yak	Review of Ratings and start working on Strategies
03/03/2016	PPLC Meet	Completed Ratings and Priority list.
03/08/2016	Dorotiak, Messar, Laurencell, Yak, Laduzinsky, Daum, Zinck	Created goal and action items for goal 2

03/09/2016	ILTteam	Establish Goal 3 and action items for Goal 2
03/15/2016	Dorotiak, Messar, Laurencell, Yak, Laduzinsky, Daum, Zinck, Anselmo, Bieniek, Mirowska.	Worked on action items for GOAL 3
03/29/2016	Laurencell, Mirowska-Kopec, Messar, Anselmo	Establish Goals
03/30/2016	ILT Team	Finalize CIWP
04/05/2016	PPLC	CIWP Final Presented
04/12/2016	LSC	CIWP Final Presented and Approval

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

> We share the mission and vision at the Open House, 2 LSC Community Forums, and its posted in every classroom and throughout the school. The mission and vision is also posted on school webpage and in the student agendas and parent handbooks. Our mission and vision were established through collaboration of staff, parents, community, students and administration. We are streamlining content areas across the grade levels which is driving our curriculum.

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

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

Instructional Leadership Team:

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

Score

1   2   3   **4**

> ILT and Core Subject Teams meet regularly and use an agenda to help with creating a clear focus.Minutes from subject meetings and ILT meetings are posted on Google Drive shortly after meeting. Minutes are open to all staff for viewing. Yearly calendar was set in August and was posted on assistant principals google calendar for all staff to view as well as a hard copy of the yearly calendar on google drive which is updated when things change. Invites were sent out for all meetings to put on individual calendars. ILT continually looks at data to drive instruction and decisions making for future and current professional development and student needs.

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

Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1   2   **3**   4

Professional Development Plan is created in the beginning of the year and mapped out based on school data, school improvement plan and teacher needs. Reach presentations are done within the first three days and staff is provided a detailed observation calendar so all formals and in-formals are planned out within the guidelines. There is a teacher committee that works with administration to develop school professional learning topics and needs. Subject matter teams meet to discuss learning walks and peer observations scheduled twice a year. Teachers provide and accept colleague support and feedback from each other within grade levels and within subject matters. What we need is more time to try new strategies and problem solve implementation issues with peers. Collaboration time with SPED and REG is still at times difficult due to scheduling.

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

Suggested Evidence	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 3 **4**

> Schedules strictly follow CPS guidelines and IEP's for each student within those schedules. Subject matters meet regularly to discuss curriculum and supplemental needs besides core needs for each student. School creates a hiring committee for all new hires that includes the administration and the teacher team they are designated to be working with. All teachers are in their subject endorsed programs. Budget is closely monitored to maximize the use of its staff and not go through constant changes of losing members. Various opportunities are given to staff to take on leadership roles within their grade-level, subject matter or school-wide.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

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

Score

1   2   **3**   4

> This year we put a focus on vertical alignment within subject matter meetings. We are looking at curriculum alignment and text complexity and need to continue in the coming year. We are exposing students to grade appropriate levels of text complexity. The departmental and RIT band instruction has helped with this focus. School strives to provide the same content area instruction to both English Learners and Diverse Learners in their appropriate settings. English Learner population is increasing each year. We are continually looking for native language materials to help ELs merge into grade level curriculum and be successful.

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTIxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1   2   3   **4**

> All curriculum decisions have the CCSS and NGSS in focus before finalizing choices. Programs include supplemental materials and manipulatives that go with the different programs. Technology along with magazine subscriptions are incorporated into the instruction and online programs are offered to supplement the four core area The majority of teachers have materials they need or have requested. Due to us being departmental and organized by RiT more emphasis as been put on differentiation when purchases are made.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1   2   3   **4**

> Tasks are created to challenge students at their level with a focus on academic language. Reading and writing is embedded across all grade levels with an emphasis on informational text evidence, close reads, and annotations. Student work is analyzed to move them further to their understanding of the standards.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 **4**

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

> Counselor meets with 7th and 8th grade regarding their grades and high school selections. Counselor meets with 8th grade once in October of the 8th grade year to provide individual high school selection support. In the research class 7th grade students research Highs Schools which leads to the 8th grade researching Colleges and Careers and going on a college visit. Algebra class is provided to all eligible 8th grade students. All classes are organized by RIT bands to provide opportunity to exceeding students to be challenged at their level to reach their goals. Students at least twice a year analyze their NWEA data and create goals. Teachers meet with various students to put an emphasis on grades and attendance when it becomes a concern. We have created a mentoring programs to help them be successful.

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	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
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

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**

> Departmental and Flexible RIT groups created for Grades 2-8, Students are required to cite text evidence. School-wide we also use a RACE strategy for writing. Students are enabled to develop conceptual understanding of their content area and provided different modalities to achieve that understanding. Instruction is scald to include all learners and groups. Targeted support is provided for struggling students. Teachers monitor students weekly and discuss concerns with administration monthly . Teachers adjust their instruction based on data and needs of the students. In REACH area 1C,1D, 1E & 3C. We want to see an increase in collective responsibility, teacher teacher trust and rigorous study habits on the 5Essentials by 10%

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ 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

> MTSS Meetings are conducted monthly. RtI teams identify students in Tiers 2 and 3 as well as students in jeopardy of falling below a C academically. Teachers create plans for students and consult with parents and case providers. Administration meets and discusses the data regularly. There is a need to work on student attendance and Second Step implementation with fidelity.

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

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

CPS assessment calendar is strictly followed. We started to work on assessment alignment with in all core subjects vertically. Subject teams are using common protocols to calibrate on scoring and grading. Grading scale and guidelines are listed in student and parent handbook. Purpose and the use of assessments is a work in progress. Increase results on 5 essentials in the areas of academic press, academic personal-ism, academic engagement, collective use of assessment data and instruction. Student should see an increase NWEA attainment and growth; Dibels, and ACCESS. We should see an increase in teacher REACH 3D assessment.

Guide for Balanced Assessment & Grading

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

- Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Culture for Learning:

Score

1 2 **3** 4

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

> Canty Mission and Vision indicate that studnet well being and academic success are very impoertant to our schoool community. Teacher set goals with students in the begining of the school year and review them after winter NWEA testing. School has developed attendance program and regognition to encourage perfect attendance. Need to work on recognizing student achievement and encourage studenet ownership and responsibility of their work. .

Guide for Culture for Learning

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

- ○ **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- ○ **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1   2   **3**   4

> My Voice My School survey completed by 54% teachers, 97% 4th and 5th grade, 96% 6th - 8th. School climate standards are surveyed Students are provided with an oppportunity to complete a self-assessment whne disciplinary issues arise. School has implemented a check-in check-out program for students who may need a reward system different from what their tier 1 peers get to focus on good grades and work completion as well as responsibility. Administration meets with grade levels monthly to discuss students at risk and has developed a mentoring program for those at risk of not being promoted. Students have an opportunity to meet with a staff member and discuss what steps should be taken to improve some of their habits. Over the past 9 years we have established a student council that provides events for the kids to meet and interact with peers at non academic settings.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

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**

Even though we are not supported financially through ASAS program, the last 4 years we offer a variety of extra curricular age appropriate after school programs. Wellness events are conducted monthly by wellness team. We have a very active student council that conducts student interest surveys, and organizes movie nights, activity nights, dances as well as helps out with school fundraisers to engage community into the school.

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

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

Safety & Order:

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

Score

1 2 3 **4**

> The school developed arrival and dismissal routines, kiss and drive program for arrival for parents, supervised hallways and auditorium to secure and improve student safety. Second Step program is conducted weekly by all classroom teachers. Students are encouraged to ask for help or seek advice from counselor, staff or administration. There are established transition procedures in place to maximize instructional time.

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

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

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to

Score

1 **2** 3 4

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.

Canty does not have a lot of in-school suspensions or out-of-school suspensions but detentions usually increase by the end of the school year. There is a disconnect between administration detentions and teacher detentions. Canty currently has PBIS team but does not meet regularly due to no common prep or after-school stipend. Staff needs to be more consistent in approaching discipline issues. It is not the same across grade levels or sometimes even within a grade level. PBIS binders exist and contain student self-assessment forms as well as procedures to how behaviors should be handled. However, restorative conversations are done more by administration than the teachers. Lunchroom rules and recess rules are not followed. School needs to establish rules and consequences for this period of the school day. Based on the data from 2015 5 Essentials we would like to see improvement in school safety and student emotional health by a 10% increase. We would expect that discipline referrals will decrease by 10%.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1　2　3　**4**

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.

> School communicates with parents through Email, school webpage, CPTC parent Facebook, and parent portal. School places open meeting agendas on exterior doors. Canty has an active parent teacher club (CPTC) that meets monthly and conducts events and fundraisers throughout the school year. We have a teacher fundraising committee, Bilingual Advisory Committee, Community Outreach Committee, as well as a Wellness Committee with parent member.

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

School Excellence Framework Priorities

Score   Framework dimension and category   Area of focus ⊘= Not of focus

2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Based on a thorough data analysis and the 2015/16 goal, we have determined that each year we should be able to reach a goal of 1% increase. We have established priorities which, when implemented with fidelity, should help us reach that goal.	99.00	93.00	94.00	95.00
National School Growth Percentile - Math				

Based on a thorough data analysis and the 2015/16 goal, we have determined that each year we should be able to reach a goal of 1% increase. We have established priorities which, when implemented with fidelity, should help us reach that goal. The last couple of years, we observe a trend of our Math results lower than Reading. We have analyzed data for each grade level and set goals for each grade level as well as support teachers. This SY, we have restructured our collaboration/PD activities, so teachers collaborate in content area to develop vertical alignment in curriculum, instruction, assessment and expectations.	87.00	88.00	89.00	90.00

% of Students Meeting/Exceeding National Ave Growth Norms

Even though there is no goal for 2015/16, we have decided to set goals with 1% increase every year.	65.80	(Blank)	67.00	68.00

African-American Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00

Hispanic Growth Percentile - Reading

Based on the drop form 2014/15 to 2015/16, we would like to pick up from this year's goal and continue improving Reading results for Hispanic students by 1% each year.	94.00	87.00	88.00	90.00

English Learner Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Reading

We are not sure why there is 7% for 2015/16, therefore we are using previous year's goal to continue growth for DL in Reading.	80.00	7.00	81.00	82.00

African-American Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00

Hispanic Growth Percentile - Math

We believe that when implemented Math Departments collaboration and involvement of SP Ed teachers in the Math Department, the achievement of DL should improve. Again, expected growth is 1% each year.	76.00	86.00	87.00	88.00

English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

Even though, Diverse Learners in Math grew in the last two years by 2%, we would like to continue growth of 1% each year. Strengthened and streamlined teacher collaboration, should help in improvement for diverse learners.	20.00	22.00	23.00	24.00

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

Continue to provide differentiated instruction within departmental RIT bands 2nd grade through 8th grade.	95.00	95.00	95.00	95.00

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

Continue to provide differentiated instruction within departmental RIT bands 2nd grade through 8th grade.	97.00	98.00	98.00	98.00

National School Attainment Percentile - Reading (Grade 2)

Continue to provide differentiated instruction within departmental RIT bands 2nd grade through 8th grade.	74.00	84.00	84.00	84.00

National School Attainment Percentile - Math (Grade 2)

Continue to provide differentiated instruction within departmental RIT bands 2nd grade through 8th grade.	95.00	95.00	95.00	95.00

% of Students Making Sufficient Annual Progress on ACCESS

Last year, we have made a big growth on Access test from 42.2% to 62.9%. We have improved our instructional practices as well as we have more ESL/bilingual endorsed teachers at each grade level and content areas who will be able to implement ESL strategies into content area to help ELs learn and succeed. We have included action steps into the priorities to reach the needs of ELs.	42.20	62.90	63.00	64.00

Average Daily Attendance Rate

Our ultimate goal for attendance has been always 97%. Throughout the years, we were able to improve attendance to be always above 95%. The Attendance Committee develops every year an attendance plan with goals in mind for individual students and for each homeroom providing incentives monthly and for the entire school year.	95.80	95.60	96.00	97.00

My Voice, My School 5 Essentials Survey

Survey is given to 4th - 8th grade student via internet during the window with 97% compliance. Parent Survey is provided via internet and paper copies during 3rd quarter report card pick up. Staff technical support is available. Access to computers provided. Teacher are also encouraged to complete survey.	*(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...
Revamp our PBIS and SEL strategies with a focus on restorative justice throughout the school..	Students will be more productive and feel more respected. Teachers will be better equipped to handle difficult situations.	A more well-rounded respected positive student learning environment. 5 Essentials will show improvement in school safety and student emotional health by a 10% increase. We would also expect that discipline referrals will decrease by 10%.

Tags:
Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
PBIS team will collect information and survey staff as well as conduct students needs assessment	Administration PBIS Co Chairs	Jul 1, 2016 to Sep 30, 2016	Data collection and Analysis	Not started

Behavior and Safety, Restorative approaches

Action step	Responsible	Timeframe	Evidence for status	Status
Create a plan based on the staff survey and students needs assessemnt to streamline implementation of PBIS/SEL-Canty Cares	PBIS Committee SEL Liaison Administration	Sep 5, 2016 to Sep 30, 2016	Evaluate Document	Not started

Behavior and Safety, SEL, Restorative approaches, Pbis

Implement the plan with fidelity.	Teachers PBIS Team ILT	Sep 1, 2016 to Jun 29, 2018	Quarterly Collection of Discipline and SEL Data	Not started

Behavior and Safety, Climate and Culture, SEL, Restorative approaches, Pbis

Professional Development on Restorative Justice	ADMIN	Jul 1, 2016 to Sep 5, 2016	Agenda Signature Sign in Evaluation	Not started

Behavior and Safety, Climate and Culture, SEL, Restorative approaches, Pbis

Revise recess and lunch procedures for new accommodations in new addition and playground.	ADMIN	Jul 1, 2016 to Sep 16, 2016	Schedule Procedure Rules	Not started

Behavior and Safety, Climate and Culture, Pbis

Strategy 2

If we do...	...then we see...	...which leads to...
clear multiple tiered assessments in all grade levels and subject matter and create clear grading practices	balanced and equitable grading practices with consistent multiple measures of tiered assessments in all content areas and grade levels.	a true representation of students academic success and understanding while improving quality of instruction. Increase results on 5 essentials in the areas of academic press, academic personal-ism, academic engagement, collective use of assessment data and instruction. Student should see an increase NWEA attainment and growth; Dibels, and ACCESS. We should see an increase in teacher REACH 3D assessment.

Tags:
Assessment, Instruction, Academic

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide professional developing on developing consistent multiple measures of tiered assessments in all content and grade levels.	All Subject Matter teachers	Jul 1, 2016 to Nov 15, 2016	Variety of student work	Not started

Assessment, Curriculum Design

In collaboration with parents instill at a young age student ownership of student grade portal .	2nd through 8th grade homeroom teachers.	Sep 5, 2016 to Jun 30, 2017	Improved students grades Student Goal Setting	Not started

Climate and Culture, Family and Community Engagement, Personalized Learning

Progress monitor and data collection done for Tier 2 and 3 students with fidelity.	MTSS grade level teacher	Jul 1, 2016 to Jun 20, 2018	progress monitoring reports and data	Not started

MTSS, Intervention, Data Use

Create Grade-book Policy that needs to include: clear description of assignments with accurate dates and biweekly (working towards weekly) grade input; teacher input immediately missing (msg.) or excused (ex.) so parents get notification; clear breakdown of categories; Teachers use notes and late buttons for accurate record keeping.	ILT Administration All Teachers	Jul 1, 2016 to Sep 5, 2016	viewing gradebook	Not started

Climate and Culture

Formalize and define use of grade distribution charts with implications on teaching and grade entry. Content area departments will define the conditions of student success and instructional shift : such as- re-teaching, moving forward, etc.	Classroom Teachers Administration ILT	Jul 1, 2016 to Sep 5, 2016	Grade book records Progress Reports Lesson Plans	Not started

Curriculum Design, Climate and Culture

Continue to implement and evaluation the assessment measures in content teams multiple measures of tiered assessments in all content areas and grade levels.	All Subject Matter teachers	Nov 21, 2016 to Jun 29, 2018	Lesson Plans, Grade book Student work	Not started

Assessment, Curriculum Design

Develop checklist within domain 4 to ensure fidelity of grade book that includes grade distribution and policy	Administration	Sep 5, 2016 to Jun 29, 2018	Grade book Checklist	Not started

Climate and Culture, School climate, Reach

Strategy 3

If we do...	...then we see...	...which leads to...
develop cohesive high-quality units reflecting needs of all learners using a variety of high level questions and discussions and create formative assessment to adjust instruction	students actively engaged in the instruction, understanding of more complex concepts	an increased level of understanding and mastery. Improvement on instruction in REACH area 1C 1D 1E & 3C. We want to see an increase in collective responsibility, teacher teacher trust and rigorous study habits on the 5Essentials by 10%

Tags:
Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Teachers will use multiple resources used for instruction (textbooks, media, teacher created materials...)	teachers	Jun 1, 2016 to Jun 29, 2018	lesson/unit plans assignment descriptions, rubrics, NWEA results,	Not started

Literacy/Reading, Math, Science, Core Instruction, Arts, SEL, Social studies, Libraries, PE, Instruction

Streamline services for EL students making sure all stakeholders are aware of their responsibilities.	EL Program Lead Administration	Aug 1, 2016 to Oct 28, 2016	scheduling grade book IEP	Not started

English Learners, Climate and Culture

Improve the quality of lesson plans and implementation based on WIDA standards.	EL Program Teachers Bilingual/ESL teachers	Jul 1, 2016 to Jun 29, 2018	lesson plans and unit plans	Not started

English Learners, Curriculum Design, Bilingual

Continue RIT band groups with differentiated instruction based on students individual needs for all learners.	Administration ALL Teachers	Jul 1, 2016 to Jun 29, 2018	scheduling student work lesson plans/unit plans	Not started

Diverse Learners, English Learners, Climate and Culture, Differentatied instruction

Increase accountability in collaboration between EL Teachers, Diverse Learners Teacher and GenEd teachers when developing Assessments and lesson /unit plans. For EL's use of WIDA standards in lesson plans	All Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson plans/unit plans assessments student work.	Not started

Teacher Teams/Collaboration

Develop multi-modality assessments to reach all learners.	All Teachers	Aug 29, 2016 to Jun 29, 2018	Student Work	Not started

Assessment

Using understanding by design teachers will continue to create high-quality instructional units and develop open ended questioning and discussion strategies that are scaffold to reach all learners and increase rigor.	All Teachers	Aug 29, 2016 to Jun 29, 2018	Lesson Plans/Unit Plans Teacher Observations Quality Discussions	Not started

Core Instruction, Curriculum Design, Instruction, Differentatied instruction

Continue Fine and Performing Arts Program throughout the school to support instruction in all content areas and develop well rounded students. Continue to support ATLAS Lead Teacher in development and implementation of arts and technology units integrated with core academic classes.	Fine Arts Committee	Sep 1, 2016 to Jun 29, 2018	lesson plans/unit plans	Not started

Arts, Specialized Academic Programs - Magnet

Continue to use and increase academic vocabulary in instruction and encouraging student use as part of their academic progression in communication.	All Teachers	Sep 1, 2016 to Jun 29, 2018	observation student work quality of communication	Not started

Core Instruction, Curriculum Design, Climate and Culture, Instruction, Differentatied instruction

Continue discussion and collaboration that extends vertical alignment in each core area to clearly understand the expectations for each grade level. Implement non-negotiables across grade levels by all teachers.	All Teachers	Aug 29, 2016 to Jun 29, 2018	NWEA Results Student Work	Not started

Literacy/Reading, Math, Science, Diverse Learners, Teacher Teams/Collaboration, Social studies, Bilingual

EL teachers will develop a curriculum for EL students for ESL instruction or program. Indicate in lesson plans ESL/Native language instruction where appropriate.	EL Program Lead Bilingual/ESL teachers	Aug 29, 2016 to Jun 29, 2018	Lesson Plans Unit Plans	Not started

English Learners, Bilingual

Native language print will be posted in general program classrooms.	EL Program Lead Bilingual/ESL teachers	Aug 29, 2016 to Oct 31, 2016	Signage	Not started

English Learners, Bilingual

EL department will develop a monitoring system for students who parents refused services.	EL Program Lead Bilingual/ESL teachers	Jul 1, 2016 to Nov 25, 2016	Monitoring Form	Not started

English Learners, Bilingual

Case manager in collaboration with EL teacher will make sure that all program models will be entered into SSM for all EL students with IEPs, Bilingual specialist will attend and sign for all IEPs as well as linguistic and cultural consideration.	EL Program Lead Bilingual/ESL teachers	Jun 1, 2016 to Jun 29, 2018	IEP	Not started

English Learners, Bilingual

Once a year provide professional development on best practices in servicing ELs .	EL Program Lead Bilingual/ESL teachers	Jul 1, 2016 to Jun 29, 2018	Agenda Sign In Sheet Evaluation	Not started

English Learners, Bilingual, Professional development

General Program/Special Education Teachers will collaborate on planning, assessment, and services for all diverse learners.	Teachers	Jul 1, 2016 to Jun 29, 2018	Lesson Plans Minutes of Collaboration meeting	Not started

Teacher Teams/Collaboration, Instruction

Classrooms libraries will contain multi-language/multicultural materials.	EL Program Lead Bilingual/ESL teachers Gen Ed. Teachers	Jul 1, 2016 to Jun 29, 2018	Inventory of Books	Not started

English Learners, Instruction, Materials

EL department will monitor parent refusal service	EL Program Lead Bilingual/ESL teachers	Nov 1, 2016 to Jun 29, 2018	Monitoring Form Meeting Minutes	Not started

English Learners, Bilingual

Provide professional development to all staff with opportunities on the LRE and the continuum of alternative placement and variety of teaching techniques that would be beneficial for students with IEPs. .	All staff	Aug 28, 2016 to Jun 30, 2018	PD agendas, sign in sheets and evaluation	Not started

Diverse Learners, Differentiated instruction, School climate

School will develeop a disability awarness program for all staff.	Special Ediucation Department/Case Manager	Aug 28, 2016 to Oct 31, 2016	A hard copy of the program Meeting schedules Evaluation	Not started

Diverse Learners, School climate

Allocate time for all staff to collaborate with special education teachers.	Case Manager Administration	Aug 28, 2016 to Jun 30, 2018	Schedules Collaboration logs	Not started

Diverse Learners, Teacher Teams/Collaboration, School climate

develop structures and procedures and researched based measures to evaluate the quality of instructional units.	Administration Teacher teams	Aug 1, 2016 to Jun 29, 2018	Unit Plans/Lesson Plans Rubrics	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ PBIS team will collect information and survey staff as well as conduct students needs assessment Tags: Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Behavior and Safety, Restorative approaches	Administration PBIS Co Chairs	Jul 1, 2016	Sep 30, 2016	Not started
✚ Create a plan based on the staff survey and students needs assessemnt to streamline implementation of PBIS/SEL-Canty Cares Tags: Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Behavior and Safety, SEL, Restorative approaches, Pbis	PBIS Committee SEL Liaison Administration	Sep 5, 2016	Sep 30, 2016	Not started
✚ Implement the plan with fidelity. Tags: Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Behavior and Safety, Climate and Culture, SEL, Restorative approaches, Pbis	Teachers PBIS Team ILT	Sep 1, 2016	Jun 29, 2018	Not started
✚ Professional Development on Restorative Justice Tags: Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Behavior and Safety, Climate and Culture, SEL, Restorative approaches, Pbis	ADMIN	Jul 1, 2016	Sep 5, 2016	Not started
✚ Revise recess and lunch procedures for new accommodations in new addition and playground. Tags: Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Behavior and Safety, Climate and Culture, Pbis	ADMIN	Jul 1, 2016	Sep 16, 2016	Not started
✚ Provide professional developing on developing consistent multiple measures of tiered assessments in all content and grade levels. Tags: Assessment, Instruction, Academic, Assessment, Curriculum Design	All Subject Matter teachers	Jul 1, 2016	Nov 15, 2016	Not started
✚ In collaboration with parents instill at a young age student ownership of student grade portal . Tags: Assessment, Instruction, Academic, Climate and Culture, Family and Community Engagement, Personalized Learning	2nd through 8th grade homeroom teachers.	Sep 5, 2016	Jun 30, 2017	Not started
✚ Progress monitor and data collection done for Tier 2 and 3 students with fidelity. Tags: Assessment, Instruction, Academic, MTSS, Intervention, Data Use	MTSS grade level teacher	Jul 1, 2016	Jun 20, 2018	Not started
✚ Create Grade-book Policy that needs to include: clear description of assignments with accurate dates and biweekly (working towards weekly) grade input; teacher input immediately missing (msg.) or excused (ex.) so parents get notification; clear breakdown of categories; Teachers use notes and late buttons for accurate record keeping. Tags: Assessment, Instruction, Academic, Climate and Culture	ILT Administration All Teachers	Jul 1, 2016	Sep 5, 2016	Not started
✚ Formalize and define use of grade distribution charts with implications on teaching and grade entry. Content area departments will define the conditions of student success and instructional shift : such as- re-teaching, moving forward, etc. Tags: Assessment, Instruction, Academic, Curriculum Design, Climate and Culture	Classroom Teachers Administration ILT	Jul 1, 2016	Sep 5, 2016	Not started
✚ Continue to implement and evaluation the assessment measures in content teams multiple measures of tiered assessments in all content areas and grade levels. Tags: Assessment, Instruction, Academic, Assessment, Curriculum Design	All Subject Matter teachers	Nov 21, 2016	Jun 29, 2018	Not started
✚ Develop checklist within domain 4 to ensure fidelity of grade book that includes grade distribution and policy Tags: Assessment, Instruction, Academic, Climate and Culture, School climate, Reach	Administration	Sep 5, 2016	Jun 29, 2018	Not started
✚ Teachers will use multiple resources used for instruction (textbooks, media, teacher created materials...) Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Literacy/Reading, Math, Science, Core Instruction, Arts, SEL, Social studies, Libraries, PE, Instruction	teachers	Jun 1, 2016	Jun 29, 2018	Not started
✚ Streamline services for EL students making sure all stakeholders are aware of their responsibilities. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, English Learners, Climate and Culture	EL Program Lead Administration	Aug 1, 2016	Oct 28, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Improve the quality of lesson plans and implementation based on WIDA standards. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, English Learners, Curriculum Design, Bilingual	EL Program Teachers Bilingual/ESL teachers	Jul 1, 2016	Jun 29, 2018	Not started
✚ Continue RIT band groups with differentiated instruction based on students individual needs for all learners. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Diverse Learners, English Learners, Climate and Culture, Differentatied instruction	Administration ALL Teachers	Jul 1, 2016	Jun 29, 2018	Not started
✚ Increase accountability in collaboration between EL Teachers, Diverse Learners Teacher and GenEd teachers when developing Assessments and lesson /unit plans. For EL's use of WIDA standards in lesson plans Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Teacher Teams/Collaboration	All Teachers	Sep 1, 2016	Jun 29, 2018	Not started
✚ Develop multi-modality assessments to reach all learners. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Assessment	All Teachers	Aug 29, 2016	Jun 29, 2018	Not started
✚ Using understanding by design teachers will continue to create high-quality instructional units and develop open ended questioning and discussion strategies that are scaffold to reach all learners and increase rigor. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Core Instruction, Curriculum Design, Instruction, Differentatied instruction	All Teachers	Aug 29, 2016	Jun 29, 2018	Not started
✚ Continue Fine and Performing Arts Program throughout the school to support instruction in all content areas and develop well rounded students. Continue to support ATLAS Lead Teacher in development and implementation of arts and technology units integrated with core academic classes. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Arts, Specialized Academic Programs - Magnet	Fine Arts Committee	Sep 1, 2016	Jun 29, 2018	Not started
✚ Continue to use and increase academic vocabulary in instruction and encouraging student use as part of their academic progression in communication. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Core Instruction, Curriculum Design, Climate and Culture, Instruction, Differentatied instruction	All Teachers	Sep 1, 2016	Jun 29, 2018	Not started
✚ Continue discussion and collaboration that extends vertical alignment in each core area to clearly understand the expectations for each grade level. Implement non-negotiables across grade levels by all teachers. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Literacy/Reading, Math, Science, Diverse Learners, Teacher Teams/Collaboration, Social studies, Bilingual	All Teachers	Aug 29, 2016	Jun 29, 2018	Not started
✚ EL teachers will develop a curriculum for EL students for ESL instruction or program. Indicate in lesson plans ESL/Native language instruction where appropriate. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, English Learners, Bilingual	EL Program Lead Bilingual/ESL teachers	Aug 29, 2016	Jun 29, 2018	Not started
✚ Native language print will be posted in general program classrooms. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, English Learners, Bilingual	EL Program Lead Bilingual/ESL teachers	Aug 29, 2016	Oct 31, 2016	Not started
✚ EL department will develop a monitoring system for students who parents refused services. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, English Learners, Bilingual	EL Program Lead Bilingual/ESL teachers	Jul 1, 2016	Nov 25, 2016	Not started
✚ Case manager in collaboration with EL teacher will make sure that all program models will be entered into SSM for all EL students with IEPs, Bilingual specialist will attend and sign for all IEPs as well as linguistic and cultural consideration. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, English Learners, Bilingual	EL Program Lead Bilingual/ESL teachers	Jun 1, 2016	Jun 29, 2018	Not started
✚ Once a year provide professional development on best practices in servicing ELs . Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, English Learners, Bilingual, Professional development	EL Program Lead Bilingual/ESL teachers	Jul 1, 2016	Jun 29, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ General Program/Special Education Teachers will collaborate on planning, assessment, and services for all diverse learners. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Teacher Teams/Collaboration, Instruction	Teachers	Jul 1, 2016	Jun 29, 2018	Not started
✚ Classrooms libraries will contain multi-language/multicultural materials. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, English Learners, Instruction, Materials	EL Program Lead Bilingual/ESL teachers Gen Ed. Teachers	Jul 1, 2016	Jun 29, 2018	Not started
✚ EL department will monitor parent refusal service Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, English Learners, Bilingual	EL Program Lead Bilingual/ESL teachers	Nov 1, 2016	Jun 29, 2018	Not started
✚ Provide professional development to all staff with opportunities on the LRE and the continuum of alternative placement and variety of teaching techniques that would be beneficial for students with IEPs. . Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Diverse Learners, Differentiated instruction, School climate	All staff	Aug 28, 2016	Jun 30, 2018	Not started
✚ School will develeop a disability awarness program for all staff. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Diverse Learners, School climate	Special Ediucation Department/Case Manager	Aug 28, 2016	Oct 31, 2016	Not started
✚ Allocate time for all staff to collaborate with special education teachers. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction, Diverse Learners, Teacher Teams/Collaboration, School climate	Case Manager Administration	Aug 28, 2016	Jun 30, 2018	Not started
✚ develop structures and procedures and researched based measures to evaluate the quality of instructional units. Tags: Core Instruction, Assessment, Curriculum Design, Climate and Culture, Instruction	Administration Teacher teams	Aug 1, 2016	Jun 29, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◯ NCLB Schoolwide Program

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

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

◯ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Not complete

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

> *(Blank)*

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

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

Policy Implementation Activities

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

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

☐ The school will coordinate the parent involvement programs identified in the CIWP.

☐ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

> *(Blank)*

Parent Compact   Not complete

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

> *(Blank)*

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

> *(Blank)*

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

> *(Blank)*

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

> *(Blank)*

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

> *(Blank)*

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

> *(Blank)*

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

> *(Blank)*

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

> *(Blank)*

Parent Budget   Not complete

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

(Blank)

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

Account(s)	Description	Allocation

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