



Frederic Chopin Elementary School (/school-plans/79) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/02/2016	ILT Meeting	CIWP OverviewSEF Rating and Priority Selection

01/22/2016	PPLC Meeting	CIWP Overview and SEF Review
01/26/2016	Grade Level Team Meetings	Review SEF Ratings
01/26/2016	LSC Meeting	Review CIWP Update and SEF
02/02/2016	ILT Meeting	Review SEF Survey and Collect Additional Evidence
02/08/2016	CIWP/ SEF Network Support Meeting- Principal	SEF Support and entry
02/08/2016	Principal	SEF Evidence Entered with Rating and Priorities
02/23/2016	LSC Meeting	CIWP Final SEF Review and Sharing of Next Steps
03/01/2016	ILT Meeting	Review Priorities and begin Strategies
03/15/2016	ILT Meeting	Review Strategy 1, work on Strategy 2
03/22/2016	LSC Meeting	Provide CIWP Update and share draft of Strategy 1
04/11/2016	CIWP Network Support Meeting	CIWP Strategy Sharing and Support
04/25/2016	CIWP Review Meeting with Network ISLs	Feedback on CIWP Progress
04/26/2016	ILT Meeting	Share Network Feedback on CIWP
04/26/2016	Grade Level Team Meetings	Provide Draft of CIWP to all Teachers
04/26/2016	LSC Meeting	Provide Draft of CIWP and solicit feedback from members
05/24/2016	LSC Meeting	Provide Draft of revised updated CIWP
05/31/2016	Network CIWP Review w/ Chief Washington	Feedback on CIWP, Noted improvements and revisions

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

Mission and Vision are shared at the beginning of the school year. This Vision and Mission has evolved over time based on feedback from collaborative teams. Mission and Vision is posted in building, in classrooms and is aligned to work done with ILT, LSC and Grade level teams. Work around data looks at every student classroom by classroom identifying needed supports, Collaborative teams- Grade band and Grade Cluster- plan instruction, interventions, analyze data. Feedback from REACH Evaluations and other informal feedback looks helps clarify expectations, provide teachers support in meeting instructional expectations. Based on SQRP, School improvement goals are focused on increased attendance, instructional coherence at grade levels, and increasing student attainment. School in process of developing a wide ranging scope and sequence that will encompass all subjects including Arts and SEL instruction/ themes.

Evidence: School Website, Monthly Newsletter, Internal Communication (Chopin High Notes), Classroom Expectations (developed by Grade Level Clusters) for environment, instructional expectations, incentives, and SEL.

Growth Area: Increase communication between ILT, PPLC, LSC and Whole Staff. Find ways to include SECA and other support staff in the school wide learning expectations.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

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Instructional Leadership Team meets bi-weekly. Meetings look at student data from assessments, attendance and behavior. Team plans supports and interventions based on data and discussions. ILT is focused on Attendance, Attainment, and interventions. Increased teacher representation is needed (intermediate teacher rep). Increase communication of ILT work to all staff.

Evidence: ILT Agendas and Grade Level Teams (Google Calendar)

Growth Area: Transition ILT Leadership away from Principal focus and develop teacher leadership. Communicate work of ILT Explicitly to teachers. Build a better connection between work of ILT and Grade Level Teams.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

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Grade Level Clusters meet every other week as a group- K-2, 3-5, 6-8. Grade levels share prep time for common planning. Teachers are asked to plan with their grade level partners to improve coherence of instruction at each grade level, align to scope and sequence, and support students by providing rigorous instruction. Grade levels plan common activities including extensions such as field trips and projects.

Teachers participate in network and district PD and teacher share the information with staff.

Teachers are encouraged to attend outside PD around Frameworks, Restorative Practices, Special Education Topics, Next Generation Science Standards, and other instructional topics.

Time for whole-school common planning is limited to PD Days and a few flex days.

School has partnered with outside agencies to support planning, learning and improved teacher practice such as Peggy Notrebarte Museum for NGSS support and work with the Art Institute for Integrating Arts into the curriculum (CAPE, Museum Partners).

Evidence: Grade Level Team Meetings. Conference/PD Approvals. Teach Back Sessions on Agenda.

Growth Area: Increase professional learning opportunities, especially aligned PD that teachers can bring back to share with staff. Creative ways to develop more time with staff for meeting and learning. Anchor text for each grade level groups to enhance their learning and stimulate discussion (mindset, Notice and Note)

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides

Score

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.

Resources are aligned to school vision and goals. Attainment- supplemental resources such as ipads, instructional support software such as ST Math, Achieve3000, Lexia Core 5, Think Through Math. This includes targeted supports for high-risk students and students with special needs with assessment tools (AIMSWEB) and purposed materials (Unique, News2You). Budget provided resources for classrooms and students including supplemental materials, tutoring, and materials for arts and music instruction.

Partnerships are developed to provide recess support, tutoring opportunities, attendance support, parent outreach. ILT, PPLC, LSC, and Grade Level Teams provide feedback to administration about budget use and classroom needs.

Evidence: Budget Updates Monthly (LSC), PPLC Meeting Agenda

Growth Area: Fundraising support for Music and Arts program. Increase partnership opportunities for Middle School and Primary Teams.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Curriculum:

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

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Curriculum is discussed across grade levels on an ongoing basis. Staff is always looking to increase implementation and fidelity of instructional tools. Professional development is provided on Core Curriculum, interventions and supports. School uses a Scope and Sequence that is based on the Knowledge Center. Teacher give students quarterly benchmark assessments. More time needs to give to data review and reteaching. Eventually, teachers will develop smaller data cycles (5 weeks) to better identify learning needs and strengths. Differentiation is an ongoing conversation throughout the school year. Staff presents to teachers about supports for various levels in their classroom, students with special needs and EL learners. Small group instruction is a critical expectation in grades K-5.

Evidence: Scope and Sequence, Grade level team agendas

Growth Area: Completely fill out Scope and Sequence that is CCSS Aligned, represents NGSS, SEL Teams and Arts integration. Use this document for fall planning, PD opportunities, coordinating external resources and universal instructional supports.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTIxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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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)

1 2 3 4

Teachers want new literacy curriculum to replace the current one in place. Researching vendors who have curriculum that is differentiated, has plenty of intervention tools, has technology supports for extensions of learning and align to CCSS K-5 Math was upgraded to GO Math! 2015. Middle school students have option to take Algebra for HS credit. Science and social studies instruction relies heavily on teacher created themes, units. Materials are significantly supported with additional supports such as novel sets, leveled libraries, and software.

Evidence: Purchasing documents. LSC budget approvals. PPLC Agendas. Professional development calendar.

Growth Area: New Literacy curriculum is needed. Technology supports increase to 1 to 1 levels school wide, Constantly work on more explicit in-school intervention activities to catch those students who have the need but cannot attend before/after school supports. Middle School Math Curriculum needs upgrade to material with better CCSS Alignment and integrated technology to maximize 1 to 1 student to tech ratio.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Analysis of student work needs to be better leveraged as an ongoing tool to assess student work expectations, assessment value, and instructional learning.

Grade Level Teams look at student work on a regular basis, however the purpose of this task needs to be better articulated and aligned to student work expectations, goals and CCSS expectations.

Students are provided time to prepare for NWEA and PARCC with teachers exposing students to items and sample tests ongoing during the year. Student data is used to identify deficits in learning so that tasks and meet student needs and overcome gaps in learning.

Evidence: ILT Agendas, Grade Level Team agendas, Student work artifacts, Culminating projects

Growth Area: Build peer observation and peer work reviews into Grade Level Planning model on a regular bases. Go beyond just looking at data, but taking a deep look at student work. Project based learning that pushes toward the top of Blooms Taxonomy (Synthesis, Creation). Lesson plan peer review at Grade Level Team Meetings.

Guide for Rigorous Student Tasks

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

to think strategically as speakers, listeners, readers, and writers.

- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1.d. 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:

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

Score

1 2 **3** 4

Students are supported in the High School application process by teachers and the school counselor. High schools and scholarship organizations are invited to the school to present to students and families.
 School is developing a Career Day with a focus on learning and overcoming obstacles to success.
 Partnership with Junior Achievement provides fiscal planning support and college awareness.
 Teachers are participating in an ongoing discussion about Mindset, and creating a positive environment for students.
 All Middle School Special Education Teachers are training in Transition planning with IEPs which maps out goals for HS and beyond.
 Algebra for HS credit is taught in 8th Grade.

Evidence: Instructional Calendar. Counselor Planning, Professional Development Agenda for Mindset topics.

Growth Area: Increased College Focus. Career Day becoming a major event. Persistence- Mindset activities at a student level.
 Increase student success rate on Algebra Exit Exam

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)

- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Tenured teaching staff has experience in implementing a variety of strategies and supports for students. Teachers use components of whole group instruction, small group instruction and project based learning to keep students engaged and provide access to grade level content. Lessons are differentiated to meet student needs and learning styles. Teacher collaborate together to share best practices, try new ideas, and model instruction for each other. Increasing the level of question in the student/teacher and student/student discourse is an ongoing learning project and consistently part of feedback in REACH evaluations.

Evidence: REACH Observations and feedback, non-Reach observation feedback tools (Google Drive), Lesson Plan feedback tools, lesson plan coherence at each grade level.

Growth Area: Provide more feedback to teachers beyond REACH cycles. Give teacher opportunities for Peer Observations. As grade level teams develop agreed upon non-negotiables.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

Data based MTSS process is in place. Teachers have MTSS folders. They are provided intervention ideas for in-class supports for struggling students. MTSS Team meets every other week. Teachers present students using a case study model. The MTSS team, consisting of Gen Ed Teachers, Sped Teachers, clinicians, and school administration provide feedback, ideas for additional support, areas where more data is needed and potentially referral for Special Education Services. MTSS Interventionist and School Counselor along with RSP provide Tier 2 and 3 Interventions. All staff trained in universal SEL support- Second Step and Calm Classroom.

Attendance supports provided to students are or at risk of being chronically truant or chronically absent.

Evidence: MTSS Meeting observation. Teacher MTSS Binders, Multi-Disciplinary Needs Assessment (BOY, MOY, EOY), Student Intervention Rosters (Cityspan and in-house programs)

Growth Area: Get MTSS Team more efficient in presentation and feedback process. Teach members to be more data savvy with access to dashboard and IMPACT Data tools.

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

A suite of assessments are used throughout the school. Gradebook expectations are shared to all staff and monitored. Teachers provide in-class assessments that consist of tests, quizzes, student writing, projects, participation, homework. Special Education teachers and Gen Ed teachers collaborate both at grade level meetings and other times to make sure planning meets the needs of their students. Students receive EL support by ESL/Bi-Lingual certified teachers and Bi-Lingual lead teachers. Student software uses provides useful data on student reading and math strengths and weakness. AIMSWEB is used in LRE3 Classrooms. Low-incidence classrooms have assessments unique to the population- SANDI, DLM.

Evidence: Quarterly Benchmark Assessment Data, NWEA Data (Spring and Winter), Gradebook Expectations, SANDI results, Software utilization (ST Math, Achieve3000, Lexia Core5, TTM), MSMV Survey data.

Growth Area: Increase focus on Assessment Cycles so that they are purposeful for teachers in their planning and instruction. Quarterly Benchmark assessments still feel like an "add-on" rather than a true indicator of instruction and student understanding. Maximize use of data with Software through consistent data tracking and presentation in classrooms.

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 (CSR).
 - 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
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Framework for Teaching	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

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

Score

1 2 3 4

Teachers focus on student Growth as well as attainment. School atmosphere including school website celebrates student work and activity. Students are part of school beautification efforts. Classrooms are competitive about software progress, monthly attendance challenges, and student success on assessments.

Intervention model of support at school targets students who are not successful, analyze root cause for student, and provides additional supports- tutoring, Social-Emotional supports, homework help. School day is extended with opportunities before and after school for student to get support and enrichment. Teachers push students to try their best.

Students have opportunity to revise work, especially writing. They work with peers on projects. Teachers make connections to current events, student interest, and local issues.

Evidence: Professional Development and Flex day agendas, Visual environment with student work and affirmations, Student Statement of Purpose, Attendance plan, Honor Roll and Perfect Attendance Certificates quarterly.

Growth Area: Ongoing work about Growth Mindset with teachers. Plan to explicitly teach mindset activities to students. Build mindset language into school environment through posters, artwork. Increase academic celebrations and milestones

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> 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:

Score

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.

1 2 3 4

Teachers collaborate often, both by design (grade level meetings/ common planning time) but informally. Teachers are genuinely respectful of each other and create additional opportunities to get to know each other better through outings, potluck meals together. Teacher-teacher trust and student teacher trust has grown over the past two years of MSMV Survey results. Situations of conflict between teachers are mediate by peers or school administration.

Evidence: Grade Level Cluster Meetings (bi-weekly), common planning time daily (prep schedule), MSMV surveys,

Growth Area: More opportunity for whole school learning and activities. Doesn't have to be principal driven. School-wide celebrations.

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

Use of Current Events and local news during instruction keeps students connected to the going-ons in their community. Student created projects incorporate their interests. Different activities allow students opportunities to participate in larger community activities such as Bullying Awareness, Special Olympics, have students with IEPs on sports teams. Low-incidence students participate in all school performances and activities. Outside speakers, musicians and artists visit the school to talk or perform for our students. School has a Mural Team that works on school beautification activities. Earth Club has initiated recycling efforts school-wide. Teachers plan trips for students to see different parts of the city through museums, plays, performances. Classrooms have done letter writing campaigns politicians to bring their issues to political attention.

Evidence: MSMV Survey. Participation in Before/After school activities.

Growth Area: Student feedback on school structures/ planning. Student Council? Student planning committee?

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

School has two security officers that support staff, students and families. The work with clinicians to support students in our Low Incidence program who are in crisis. The actively monitor school environment. Security and support staff proactively bring concerns or situations to school administration. Parent volunteers support recess supervision and provide in class supports to some classrooms. School administration responds to situations using a restorative approach with a goal to respond, redirect and return to classroom to minimize lost instructional time. Out of School suspensions are a last resort, with detentions and in-school suspension used to provide consequence but not a disconnect from instructional expectations.

Evidence: School Misconduct and suspension data. MSMV Survey

Growth Area: Train Security on Restorative Practices

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

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

1 2 3 4

School administration uses Restorative approaches, specifically restorative conversations, as a primary response to student conflicts or disruptions.

Evidence: Teacher participation in Restorative Practices Professional Development, Counselor Support Schedule, Tier 1,2,3 SEL Interventions,

Growth Area: Staff training on Restorative Practices is limited to Counselor and Clinicians and School administration. Teacher Leaders will be trained to begin to get Restorative Practices more ingrained in classroom-based responses to student challenges. Each Grade Level Cluster will have a SEL Lead Teacher. Teachers will get outside training on Restorative Practices, develop school-wide practices and support teacher learning on skills and practices.

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

Parent Partnership:

Score

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

1 2 3 4

Parents participating in PAC BAC has grown. Parents develop their own ideas for support and learning and the principals and schools staff supports them. Parent provide critical feedback to school administration during PAC/BAC meetings. Parent Volunteers support Lunch/Recess supervision as well as volunteer in classrooms. Partnership with WTLU supports parent engagement and our new school counselor is working on parent outreach opportunities. Programs are created to get parent involved in the school. Beyond parent teacher conferences, school has Literacy Night, Arts Celebrations where parents are invited to see student work and performances. Holiday Father Daughter Dance. Parents are invited to chaperone on field trips. School website provides a communication tool for parents. Student created Newsletter share activities that have happened at home.

Evidence: BAC/PAC Agendas and sign in sheets, Parent Volunteer listing, LSC Agendas, School Website (Chopinschool.org)

Growth Area: Monthly Newsletter from Administration. Increase Parent volunteerism. Increase LSC parent support.

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)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for 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 depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	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: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐

4 Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

Goals

Required metrics (Elementary)

1 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	93.00	82.00	75.00	(Blank)
National School Growth Percentile - Math				
(Blank)	70.00	67.00	75.00	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	63.90	(Blank)	70.00	(Blank)
African-American Growth Percentile - Reading				
(Blank)	97.00	86.00	65.00	(Blank)
Hispanic Growth Percentile - Reading				
(Blank)	91.00	77.00	65.00	(Blank)
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	50.00	(Blank)
Diverse Learner Growth Percentile - Reading				
(Blank)	3.00	50.00	50.00	(Blank)
African-American Growth Percentile - Math				
(Blank)	90.00	76.00	65.00	(Blank)
Hispanic Growth Percentile - Math				
(Blank)	60.00	67.00	65.00	(Blank)
English Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	50.00	(Blank)
Diverse Learner Growth Percentile - Math				
(Blank)	99.00	99.00	50.00	(Blank)
National School Attainment Percentile - Reading (Grades 3-8)				
(Blank)	25.00	36.00	55.00	(Blank)
National School Attainment Percentile - Math (Grades 3-8)				

(Blank)	37.00	39.00	55.00	(Blank)
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	4.00	3.00	30.00	(Blank)
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National School Attainment Percentile - Math (Grade 2)

(Blank)	26.00	29.00	50.00	(Blank)
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	42.30	37.50	50.00	(Blank)
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Average Daily Attendance Rate

(Blank)	92.90	93.30	95.00	(Blank)
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My Voice, My School 5 Essentials Survey

Organized	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

6 of 6 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
SEF Framework Survey Improvements				
Teacher Survey of School Effectiveness Framework conducted in March/April should improvements from current average scores: Curriculum 3.35, Rigorous Student Tasks 3.3, Restorative Approaches to Discipline 3, Culture for Learning 3.4.	(Blank)	(Blank)	(Blank)	(Blank)
Quarterly Benchmark Assessments				
75% or higher students passing quarterly Benchmark Assessments in Literacy and Mathematics	(Blank)	(Blank)	(Blank)	(Blank)
Achieve3000				
Increase percentage of students currently "On-Track" for Achieve 3000. Currently 10 Percent. Increase to 20% in FY17, 35% in FY18	(Blank)	(Blank)	(Blank)	(Blank)
Behavior Referrals				
Decrease Behavior Referrals by 15% FY17 and another 15% FY18	(Blank)	(Blank)	(Blank)	(Blank)
Parent Portal				
Increase Parent Portal Sign Up Percentage to 50% in grades 1st - 8th Grade	(Blank)	(Blank)	(Blank)	(Blank)
Kindergarten Attendance				
Increase Kindergarten Average Daily Attendance percentage to 92.5% in FY17 and 94% FY18	(Blank)	91.70	92.50	94.00

Strategies

Strategy 1

If we do...

develop a comprehensive cross-curricular Scope and Sequence with 5 week assessment cycles with purposeful student assessments that are aligned to CPS Frameworks including CCSS, NGSS, and SEL Standards

...then we see...

assessment tasks and differentiated instruction that integrates the appropriate text complexity, rigor, instructional approaches that are responsive to the needs of all students including Diverse Learners and English Language Learners; Students will be observed and produce work artifacts that show rigorous academic tasks and project based learning.

...which leads to...

Increased student NWEA Student Attainment to 30% or higher in Second Grade Literacy and Math, 50% or higher at every grade level 3-8th Grade in Literacy and Mathematics, Increase student fidelity of use on Achieve 3000 [Appropriate Monitoring report], 75% of students or higher passing Quarterly Benchmark Assessments in Literacy and Mathematics, 50% of Diverse Learners make NWEA Projected Growth in Literacy and Mathematics; Teachers will be produce lesson plans and conduct instruction that incorporates "Notice and Note" Literacy tools, use 5 Week Data Cycles to plan, execute, assess and review instruction.

Tags:

Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, SEL, Data Use, Teacher Teams/Collaboration, Social studies, Personalized Learning, Instruction

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Develop an initial Scope and Sequence document on Google Drive shared with all teachers with appropriate headings and information during Summer 2016	Principal, ILT, Grade Level Teams	Aug 31, 2016 to Sep 2, 2016	Scope and Sequence Document	Not started

Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, SEL, Teacher Teams/Collaboration, ILT, Social studies, Instruction

Work collaboratively with Teacher Teams to align resources the Chopin Scope and Sequence identifying CCSS Standards, Assessments, and Instructional Materials needed during Summer 2016 and first week of PD at beginning of school year.	Principal, ILT, Grade Level Teams	Jul 1, 2016 to Jun 1, 2018	Completed Scope and Sequence Document, Developed or identified 5 week Assessments	Not started
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Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, SEL, Teacher Teams/Collaboration, ILT, Social studies

Review first quarter (Week 5 and Week 10) assessments for content, PARCC Alignment, and Rigor and link assessment documents to Scope and Sequence for Vertical planning. Continue this Assessment content review at Grade Level Team Meetings quarter. Assessment review will continue quarterly.	Principal, ILT, Grade Level Teams	Jul 1, 2016 to Jun 1, 2018	Assessments linked to Google Drive Scope and Sequence. Grade Level Team Meeting Agendas	Not started
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Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, SEL, Teacher Teams/Collaboration, ILT, Social studies

Review and Analyze 5 Week Cycle Assessment Results during Grade Level Team Meetings with focus on student content mastery and reteaching needs	Principal, ILT, Grade Level Teams	Jul 1, 2016 to Jun 16, 2018	Grade Level Team Meeting Agendas on Google Calendar	Not started
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Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, SEL, Teacher Teams/Collaboration, ILT, Social studies

Scope and Sequence revisited Quarterly at Grade Level Team Meetings	Principal, ILT, Grade Level Teams	Aug 29, 2016 to May 31, 2018	Grade Level Team Meeting Agendas, Scope and Sequence Document	Not started
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ILT, Scope and sequence, Grade level teams

Provide beginning of the year Teacher Professional Development on Notice and Note for Reading Non-Fiction and Strategies for Close Reading, including use of reading strategies in Science and Social Studies. Notice and note concepts will be reviewed quarterly at grade level team meetings.	Principal, Grade Level Teams	Aug 29, 2016 to May 1, 2018	Grade Level Team Meeting Agendas, Professional Development Day Agenda	Not started
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Science, Social studies, Literacy, Grade level meetings

Quarterly Professional Development for teachers on the identification and development of Rigorous Tasks across all subject areas. including the use of a rigorous task implementation rubric.	Principal, ILT, Grade Level Teams, Teacher Leaders	Aug 29, 2016 to May 1, 2018	Grade Level Team Agendas, ILT Agendas, Professional Development Calendar	Not started
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ILT, Rigorous tasks, Grade level meetings

Mathematics Instructional planning will identify MARS tasks for students and support students in completing MARS Tasks at least once every 5 weeks.	Principal, Grade Level Team, Teacher Leaders	Aug 29, 2016 to Jun 1, 2018	(Blank)	Behind
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Mars, Mathematics

Strategy 2

If we do...

...then we see...

...which leads to...

Develop a Culture of Learning that explicitly focuses on a Growth Mindset, Celebrating student success, and developing increased parent participation

Increase student and family engagement in school, positive expressions of school culture by staff and students, and clear growth expectations for all students purposeful planning and interventions

increase End of Year Average Daily Attendance to 95% for FY16-17, 95.4% FY17-18, decreased behavioral referrals by 15%, teacher Reach observations, informal observations, and peer observations note use of positive praise with a ratio of 5 positive statements for every 1 redirection, lesson planning will include Growth Mindset activities monthly, PAC/BAC attendance will increase to more than 25 parents in 2016-17, over 40 Parents in 2017-18, Quarterly Celebrations noted on School Instructional Calendar for the





entire year, 50 Percent of parents from 1st Grade to 8th Grade signed up for Parent Portal, Increase Student On-Track rate to 60% for Progress Reporting Periods (Weeks 5,15,25,35) and 70% for Report Card Reporting Periods (Weeks 10, 20, 30, 40)

Tags:

Attendance, Climate and Culture, Family and Community Engagement, Interventions, Academic gain, Parental involvement, School climate

Area(s) of focus:

4

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Provide beginning of the school year Professional development and resources to teachers focused on understanding Growth Mindset and teaching Growth Mindset to every student.	ILT, PPLC, Grade Level Teams, All Staff	Aug 31, 2016 to May 31, 2018	Grade Level Team Meetings, Lesson Planning, Scope and Sequence	Not started
Professional development				
Teachers create school celebrations committee to plan monthly, quarterly, and annual celebrations with an all-student inclusive (EL, DL) focus on Academics, the Arts, Attendance and SEL celebrations	ILT, Celebration Committee	Jul 1, 2016 to Jun 15, 2018	School Calendar with activities planned and executed	Not started
Arts, Attendance, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Academic gain, Incentive				
Incorporate a formal student feedback cycle as part of the 5 Week Scope and sequence where teacher review student data with each individual student providing feedback and support ideas along with monitoring goal setting and progress.	ILT, Teachers	Aug 31, 2016 to Jun 15, 2018	Documentation of Student feedback session on google drive	Not started
Climate and Culture, Goal setting, Data meeting				
Provide quarterly follow up training sessions to teacher on Growth Mindset with ongoing support activities including modeling lesson during grade level team meetings.	Principal, ILT, Grade Level Team, SEL Lead Teachers	Aug 29, 2016 to Jun 1, 2018	Grade Level Team Meeting Agendas,	Not started
Climate and Culture, Growth mindset				
Provide Growth Mindset Training to Parents during PAC/BAC Meeting	Principal, SEL Lead Teachers	Sep 1, 2016 to Dec 29, 2016	PAC/BAC Meeting Agenda	Not started
Climate and Culture, Growth mindset, Parent engagement				
Incorporate Growth Mindset "slogans" and quotes into school beautification projects and school communications	Principal, SEL Lead Teachers	Aug 29, 2016 to Jun 1, 2018	Visual Inspection of school environment, Parent Communications	Not started

Arts, Climate and Culture, Communication, Growth mindset

Send SEL Lead Teachers to Training by Office of Social Emotional Learning or other outside partnerships to learn additional strategies and resources to share with teachers	Principal, SEL Lead Teachers	Aug 29, 2016 to Jun 20, 2018	PD Completion documents provided by teachers.	Not started
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Arts, Communication, Growth mindset, Culture and climate

Provide student celebrations each quarter that celebrate student accomplishment and focus on student growth on assessments, software use, attendance, etc...	Principal, Lead Teachers	Nov 1, 2016 to Jun 22, 2018	Celebrations noted on Instructional Calendar	Not started
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SEL Team and MTSS will identify students in need of support using Attendance Data and create individual plans for Chronic Absentee students.	School Administration, SEL Team, MTSS	Sep 9, 2016 to Jun 22, 2018	MTSS Student Data Tracker	Not started
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Attendance, Intervention

Strategy 3

If we do...

Develop a wrap-around Restorative Practices system that implements proactive strategies for teaching positive behaviors and appropriate situation response, a comprehensive behavior response plan with Restorative Practices as the centerpiece

...then we see...

More preventative approaches to challenging student behaviors and more therapeutic consequences when needed using feedback from Grade Level Teams, MTSS and Related Service Providers.

...which leads to...

A decline in student total misconduct referrals by 15% using Dashboard Behavior Analytics, Decrease number of days of Out of School Suspensions by 10%, SEL Team meet Monthly (on Instructional Calendar) to review behavioral data, Restorative practices presentations to all staff during one of the professional development days at the beginning of the year and one of the PD days during the School Year.

Tags:

Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Develop an SEL Team of teachers representative of each grade level band to participate in outside SEL learning from OSEL, Network and additional agencies. SEL Team will share learning quarterly at Grade Level Teams and participate in the development of a School-Wide Restorative Action Plan.	SEL Lead Teachers/SEL Team	Aug 29, 2016 to Jun 1, 2018	SEL Team Meeting Agenda and Notes Monthly, PD Agedas	Not started

Teacher Teams/Collaboration, Restorative approaches, Behavior supports, Social emotional learning

SEL Team and School Administration will create a Student Behavior Plan (title pending) that will include student contract, parent contract, and Teacher Contract, with clearly defined restorative practices and supports, along with positive incentives for students	SEL Team, School Administration	Jul 1, 2016 to Sep 2, 2016	Student Behavior Plan. Signed Contracts from Parents, students and teachers/Staff	Not started
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Social emotional learning, Restorative practices

Share students with excessive Misconduct Reports to MTSS team to develop additional supports/interventions (Tier 2 and Tier 3) for in class, small group, and individual behavioral supports	SEL Team, MTSS Team, School Administration	Sep 6, 2016 to Jun 15, 2018	MTSS Notes, Intervention Tracking	Not started
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MTSS, Interventions, Social emotional, Tier 2 & 3, Tier 1

SEL Team will meet Monthly to review SEL Data (Behavior, Tier1,2,3) and provide feedback and suggestions to School administration.	SEL Team	Aug 29, 2016 to Jun 1, 2018	Instructional Calendar. SEL Meeting Agendas	Not started
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Data Use, Social emotional

SEL Team will Support School-Wide Expectation Implementation by reviewing and refining SWE during August PD, Producing Visuals to put up around school	SEL Team, School Administrations, Grade Level Teams	Aug 29, 2016 to Sep 30, 2016	SWE Review on PD Calendar Calendar, Visuals posted around school	Not started
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Social emotional learning, School-wide expectations

SEL Team will support School Wide Expectations Teaching Day in September and reteaching days as needed to model expectations for students.	SEL Team, School Administration, Grade Level Teams, Support Staff	Aug 29, 2016 to Sep 30, 2016	SWE Teaching day on Instructional Calendar, Reteaching days documented as needed	Not started
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Social emotional learning, School-wide expectations

SEL Team will work with Grade Level Teams to develop celebrations and incentives for Positive Behavior and successful completion of Tier 1, 2 SEL Programs.	SEL Team, Grade Level Teams, Related Service Providers	Aug 29, 2016 to Jun 22, 2018	SEL Action Plan will include celebrations/ Incentives	On-Track
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Tier 1, Tier 2, Social emotional learning, Incentives

SEL Team will work to solicit outside resources to provided additional programming regard student emotional health such has Bullying Awareness, Crisis prevention, Internet Safety, Sexual health, and mental health supports.	SEL Team	Aug 29, 2016 to Jun 22, 2018	Additional Programs will be added to instructional calendar or Restorative Action Plan	Not started
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Bullying, Social emotional learning, Prevention

At end of 1st, 2nd, and 3rd Quarter, SEL Team will present to teachers reviewing the work that they are doing with students, outcomes and ongoing plans.	SEL Lead Teachers, Grade Level Teams	Nov 1, 2016 to Apr 26, 2018	Grade Level Meeting Agenda	Not started
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Grade level meetings, Social emotional learning

Once a year SEL Team will share the Restorative Action Plan with PAC/BAC and LSC including Student and Parent Contracts.	SEL Team, School Administration	Sep 13, 2016 to Sep 22, 2017	PAC/BAC Meeing Agenda	Not started
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Parents, Social emotional learning, Restorative practices

One person will be designated each lunch period as a Lunch/Recess Restorative Action Support Person to intervene and respond to conflict situations that arise during lunch and recess	School Administration, School Counselor	Aug 29, 2016 to Jun 21, 2018	Restorative Action Support Schedule	Not started
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Restorative practices

Middle School Students will be taught how to implement Restorative Practices and model these practices with younger students to create a Peer Restorative Practices group facilitated by School counselor.	Middle School Team, School Counselor	Sep 5, 2016 to Apr 27, 2018	School Counselor Calendar. Practice Group Scheduled on School Calendar	Not started
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Peer mediation, Restorative practices

SEL Team, School Administration, School Counselor and assigned Related Service Providers will develop a School-Wide Restorative Action Plan identifying Tier 1, 2, and 3 supports. Team will Progress Monitor quarterly, revising as needed.	School Administration, SEL Lead Teachers, Related Service Providers	Aug 29, 2016 to Jun 29, 2018	School Instructional Calendar will reflect planning meetings.	On-Track
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Interventions, Tier 2 & 3, Tier 1, Restorative practices

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Develop an initial Scope and Sequence document on Google Drive shared with all teachers with appropriate headings and information during Summer 2016</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, SEL, Data Use, Teacher Teams/Collaboration, Social studies, Personalized Learning, Instruction, Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, SEL, Teacher Teams/Collaboration, ILT, Social studies, Instruction</p>	Principal, ILT, Grade Level Teams	Aug 31, 2016	Sep 2, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Work collaboratively with Teacher Teams to align resources the Chopin Scope and Sequence identifying CCSS Standards, Assessments, and Instructional Materials needed during Summer 2016 and first week of PD at beginning of school year.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, SEL, Data Use, Teacher Teams/Collaboration, Social studies, Personalized Learning, Instruction, Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, SEL, Teacher Teams/Collaboration, ILT, Social studies</p>	Principal, ILT, Grade Level Teams	Jul 1, 2016	Jun 1, 2018	Not started
<p>✦ Review first quarter (Week 5 and Week 10) assessments for content, PARCC Alignment, and Rigor and link assessment documents to Scope and Sequence for Vertical planning. Continue this Assessment content review at Grade Level Team Meetings quarter. Assessment review will continue quarterly.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, SEL, Data Use, Teacher Teams/Collaboration, Social studies, Personalized Learning, Instruction, Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, SEL, Teacher Teams/Collaboration, ILT, Social studies</p>	Principal, ILT, Grade Level Teams	Jul 1, 2016	Jun 1, 2018	Not started
<p>✦ Review and Analyze 5 Week Cycle Assessment Results during Grade Level Team Meetings with focus on student content mastery and reteaching needs</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, SEL, Data Use, Teacher Teams/Collaboration, Social studies, Personalized Learning, Instruction, Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, SEL, Teacher Teams/Collaboration, ILT, Social studies</p>	Principal, ILT, Grade Level Teams	Jul 1, 2016	Jun 16, 2018	Not started
<p>✦ Scope and Sequence revisited Quarterly at Grade Level Team Meetings</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, SEL, Data Use, Teacher Teams/Collaboration, Social studies, Personalized Learning, Instruction, ILT, Scope and sequence, Grade level teams</p>	Principal, ILT, Grade Level Teams	Aug 29, 2016	May 31, 2018	Not started
<p>✦ Provide beginning of the year Teacher Professional Development on Notice and Note for Reading Non-Fiction and Strategies for Close Reading, including use of reading strategies in Science and Social Studies. Notice and note concepts will be reviewed quarterly at grade level team meetings.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, SEL, Data Use, Teacher Teams/Collaboration, Social studies, Personalized Learning, Instruction, Science, Social studies, Literacy, Grade level meetings</p>	Principal, Grade Level Teams	Aug 29, 2016	May 1, 2018	Not started
<p>✦ Quarterly Professional Development for teachers on the identification and development of Rigorous Tasks across all subject areas. including the use of a rigorous task implementation rubric.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, SEL, Data Use, Teacher Teams/Collaboration, Social studies, Personalized Learning, Instruction, ILT, Rigorous tasks, Grade level meetings</p>	Principal, ILT, Grade Level Teams, Teacher Leaders	Aug 29, 2016	May 1, 2018	Not started
<p>✦ Mathematics Instructional planning will identify MARS tasks for students and support students in completing MARS Tasks at least once every 5 weeks.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, SEL, Data Use, Teacher Teams/Collaboration, Social studies, Personalized Learning, Instruction, Mars, Mathematics</p>	Principal, Grade Level Team, Teacher Leaders	Aug 29, 2016	Jun 1, 2018	Behind
<p>✦ Provide beginning of the school year Professional development and resources to teachers focused on understanding Growth Mindset and teaching Growth Mindset to every student.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Interventions, Academic gain, Parental involvement, School climate, Professional development</p>	ILT, PPLC, Grade Level Teams, All Staff	Aug 31, 2016	May 31, 2018	Not started
<p>✦ Teachers create school celebrations committee to plan monthly, quarterly, and annual celebrations with an all-student inclusive (EL, DL) focus on Academics, the Arts, Attendance and SEL celebrations</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Interventions, Academic gain, Parental involvement, School climate, Arts, Attendance, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Academic gain, Incentive</p>	ILT, Celebration Committee	Jul 1, 2016	Jun 15, 2018	Not started
<p>✦ Incorporate a formal student feedback cycle as part of the 5 Week Scope and sequence where teacher review student data with each individual student providing feedback and support ideas along with monitoring goal setting and progress.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Interventions, Academic gain, Parental involvement, School climate, Climate and Culture, Goal setting, Data meeting</p>	ILT, Teachers	Aug 31, 2016	Jun 15, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Provide quarterly follow up training sessions to teacher on Growth Mindset with ongoing support activities including modeling lesson during grade level team meetings.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Interventions, Academic gain, Parental involvement, School climate, Climate and Culture, Growth mindset</p>	Principal, ILT, Grade Level Team, SEL Lead Teachers	Aug 29, 2016	Jun 1, 2018	Not started
<p>✦ Provide Growth Mindset Training to Parents during PAC/BAC Meeting</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Interventions, Academic gain, Parental involvement, School climate, Climate and Culture, Growth mindset, Parent engagement</p>	Principal, SEL Lead Teachers	Sep 1, 2016	Dec 29, 2016	Not started
<p>✦ Incorporate Growth Mindset "slogans" and quotes into school beautification projects and school communications</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Interventions, Academic gain, Parental involvement, School climate, Arts, Climate and Culture, Communication, Growth mindset</p>	Principal, SEL Lead Teachers	Aug 29, 2016	Jun 1, 2018	Not started
<p>✦ Send SEL Lead Teachers to Training by Office of Social Emotional Learning or other outside partnerships to learn additional strategies and resources to share with teachers</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Interventions, Academic gain, Parental involvement, School climate, Arts, Communication, Growth mindset, Culture and climate</p>	Principal, SEL Lead Teachers	Aug 29, 2016	Jun 20, 2018	Not started
<p>✦ Provide student celebrations each quarter that celebrate student accomplishment and focus on student growth on assessments, software use, attendance, etc...</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Interventions, Academic gain, Parental involvement, School climate</p>	Principal, Lead Teachers	Nov 1, 2016	Jun 22, 2018	Not started
<p>✦ SEL Team and MTSS will identify students in need of support using Attendance Data and create individual plans for Chronic Absentee students.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Interventions, Academic gain, Parental involvement, School climate, Attendance, Intervention</p>	School Administration, SEL Team, MTSS	Sep 9, 2016	Jun 22, 2018	Not started
<p>✦ Develop an SEL Team of teachers representative of each grade level band to participate in outside SEL learning from OSEL, Network and additional agencies. SEL Team will share learning quarterly at Grade Level Teams. and participate in the development of a School-Wide Restorative Action Plan.</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Teacher Teams/Collaboration, Restorative approaches, Behavior supports, Social emotional learning</p>	SEL Lead Teachers/SEL Team	Aug 29, 2016	Jun 1, 2018	Not started
<p>✦ SEL Team and School Administration will create a Student Behavior Plan (title pending) that will include student contract, parent contract, and Teacher Contract, with clearly defined restorative practices and supports, along with positive incentives for students</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Social emotional learning, Restorative practices</p>	SEL Team, School Administration	Jul 1, 2016	Sep 2, 2016	Not started
<p>✦ Share students with excessive Misconduct Reports to MTSS team to develop additional supports/interventions (Tier 2 and Tier 3) for in class, small group, and individual behavioral supports</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, MTSS, Interventions, Social emotional, Tier 2 & 3, Tier 1</p>	SEL Team, MTSS Team, School Administration	Sep 6, 2016	Jun 15, 2018	Not started
<p>✦ SEL Team will meet Monthly to review SEL Data (Behavior, Tier1,2,3) and provide feedback and suggestions to School administration.</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Data Use, Social emotional</p>	SEL Team	Aug 29, 2016	Jun 1, 2018	Not started
<p>✦ SEL Team will Support School-Wide Expectation Implementation by reviewing and refining SWE during August PD, Producing Visuals to put up around school</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Social emotional learning, School-wide expectations</p>	SEL Team, School Administrations, Grade Level Teams	Aug 29, 2016	Sep 30, 2016	Not started
<p>✦ SEL Team will support School Wide Expectations Teaching Day in September and reteaching days as needed to model expectations for students.</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Social emotional learning, School-wide expectations</p>	SEL Team, School Administration, Grade Level Teams, Support Staff	Aug 29, 2016	Sep 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ SEL Team will work with Grade Level Teams to develop celebrations and incentives for Positive Behavior and successful completion of Tier 1, 2 SEL Programs.</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Tier 1, Tier 2, Social emotional learning, Incentives</p>	SEL Team, Grade Level Teams, Related Service Providers	Aug 29, 2016	Jun 22, 2018	On-Track
<p>✦ SEL Team will work to solicit outside resources to provided additional programming regard student emotional health such has Bulling Awareness, Crisis prevention, Internet Safety, Sexual health, and mental health supports.</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Bullying, Social emotional learning, Prevention</p>	SEL Team	Aug 29, 2016	Jun 22, 2018	Not started
<p>✦ At end of 1st, 2nd, and 3rd Quarter, SEL Team will present to teachers reviewing the work that they are doing with students, outcomes and ongoing plans.</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Grade level meetings, Social emotional learning</p>	SEL Lead Teachers, Grade Level Teams	Nov 1, 2016	Apr 26, 2018	Not started
<p>✦ Once a year SEL Team will share the Restorative Action Plan with PAC/BAC and LSC including Student and Parent Contracts.</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Parents, Social emotional learning, Restorative practices</p>	SEL Team, School Administration	Sep 13, 2016	Sep 22, 2017	Not started
<p>✦ One person will be designated each lunch period as a Lunch/Recess Restorative Action Support Person to intervene and respond to conflict situations that arise during lunch and recess</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Restorative practices</p>	School Administration, School Counselor	Aug 29, 2016	Jun 21, 2018	Not started
<p>✦ Middle School Students will be taught how to implement Restorative Practices and model these practices with younger students to create a Peer Restorative Practices group facilitated by School counselor.</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Peer mediation, Restorative practices</p>	Middle School Team, School Counselor	Sep 5, 2016	Apr 27, 2018	Not started
<p>✦ SEL Team, School Administration, School Counselor and assigned Related Service Providers will develop a School-Wide Restorative Action Plan identifying Tier 1, 2, and 3 supports. Team will Progress Monitor quarterly, revising as needed.</p> <p>Tags: Attendance, Climate and Culture, Restorative approaches, Interventions, Behavior, Interventions, Tier 2 & 3, Tier 1, Restorative practices</p>	School Administration, SEL Lead Teachers, Related Service Providers	Aug 29, 2016	Jun 29, 2018	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an 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 supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The NCLB Committee will meet is monthly basis to discuss a review NCLB, Title I school parental involvement plan, role of the NCLB Committee members, Policy, and Title I budget.

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

An official Annual meeting will be held on Tuesday, September 20th, 2015 at 9:00 AM, to discuss and review NCLB, Title I school parental involvement plan. An Organizational Meeting will be held on Tuesday September 20th, 2015 at 10AM to define the role of the NCLB Committee members, and Title I budget and requirements. During this meeting, the new PAC Title I committee members will be nominated and elected. In addition, a schedule of the 2016-17 school year NCLB/PAC meetings will be established.

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.

During the month of October meeting the agenda will include: Students assessments district and state-wide, objectives, and time windows, Programs and curricula utilized at Chopin to assist student achieve high academic standards, and the role of parents as key players in their children's academic success.

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.

Chopin school will analyzed and discuss any advice emanated from all of our parent advisory committees such as but no limited to No Child Left Behind, Parent Advisory Committee, Bilingual Advisory Committee, Etc. Each of the Parent Advisory Committees will report in a regular basis to the Local School Council as standing committees of the school based decision-making organization (LSC).

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.

The school will provide each parent at the end of each quarter a report card in English as well as in the language spoken by the parents describing the grades obtained by the child in all subject areas taught which includes among others Math, Language Arts, and Reading.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

A letter-notifying parent of the "highly Qualified Status" of the teachers teaching their children will be sent home. In specific cases where the assigned teacher cannot fulfill his/her assignment for causes external to the school such as but not limited to maternity leave, illness, etc. A highly qualified teacher will be hire to replace the assigned teacher, if a teacher of such qualifications cannot be hire them parents will be notify of teachers' Highly Qualified Status".

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.

During the month of November meeting the agenda will include: Common Core Standards; how will my child benefit from these new academic standards? How are students Assessed? A review of PARCC, NWEA, and DIBELS. How can I utilize this report to help my child do better in school?

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.

During our scheduled meetings themes or workshops will be selected to ensure or facilitate the active participation of the parents in their children's education. Once the workshops are selected those will be presented during the various advisory committee monthly meetings. Training will also be offered in specific areas such as but not limited to reading, math, and the used of technology to enrich the students education.

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.

Current staff will be selected to provide workshop to parents and the school will seek outside partners to closely work with our current staff in topics related to parent involvement and the benefits of establishing a strong relationship with parents to further assist children in achieving high academic standards.

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.

We will continue for this coming school year to maintain our Pre-K programs and seek further extend such a programs based on the needs of the community, such as advocating for Full Day Pre-K.

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.

A monthly newsletter will be generated by the school in English as well as in Spanish informing parents not only of important events such as incoming meetings, parent activities but also celebrating students and classrooms accomplishments and showcasing different programs every month.School Website, ChopinSchool.org will be utilized for ongoing school communications.

Policy Implementation Activities

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

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

N/A

Parent Compact

Complete

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

Chopin Elementary School Strives to achieve academic excellence by integrating Science, Technology and the Arts in all educational areas. Chopin provides a safe, responsible and respectful environment by partnering with our families, community, and stakeholders to develop programs and activities that celebrate the creativity, intelligence and diversity of our student community. All students are included in rigorous and differentiated instruction. Through classroom environments that foster mutual respect and individual responsibility, we aim to set our students on a path to success in high school, college, and career.

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.

November 9, 2016 and April 19, 2017 are the district wide set parent-teacher conference days; however, additional opportunities will be given to our parents such as the Open House Event tentatively scheduled for the second week of October and Special events such as reading night, Art Showcase, etc

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

October 7, 2016, January 9, 2017, March 10, 2017, and May 19, 2017 Progress Reports will be sent home.
 November 9, 2016, and April 19, 2017 Report Cards will be hand out to parents.
 February 10, 2017 and June 20, 2017 report Cards will be sent home. Parents will be supported in setting up Parent Portal accounts to monitor student progress. Chopin website, Chopinschool.org will be an additional parent resource for information.

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

Parents will have ample opportunities to voice their concerns and actively participate in the decision-making process via the monthly LSC meetings and the diverse advisory committees meetings held at regularly scheduled times.

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.

Chopin Elementary keeps an open door policy. Parents will be informed of the volunteer oportunities offer at the school and the process of how to become parent volunteer.
 They will also be informed of the necessary steps they need to take to schedule a classroom visit/observation.

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

Data will be available to all parents in relation to attendance, student achievement, special projects, missing assignments, and assessment results to facilitate parents assisting their children in their education.

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

Parents participate both as voting members as well as public voices during our Local School Council Meetings. Other parent interactions such as committee meetings, open houses and parent conferences allow parents and opportunity to share their options and feedback.

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

Students will have access to data related to attendance, student achievement, special projects, missing assignments, and assessment results to facilitate them an active participation in their own education.

Parent Budget

Complete

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

Parent Funds are used to support ongoing parent learning. Topics for workshops, seminars and excursions are selected each year. Goal is to provide parents support for student academic success, family health, socio-emotional topics and parent educational activities.

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.	\$ 500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 864 .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)	\$ 792 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1000 .00

54205 **Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	300	.00
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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
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53510 **Postage**
Must be used for parent involvement programs only.

\$	Amount	.00
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53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.

\$	Amount	.00
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