



Henry Clay Elementary School (/school-plans/94) / Plan summary

2016-2018 plan summary

Team

| Name | Role | Email | Access |
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Team meetings

| Date | Participants | Topic |
|------|--------------|-------|
|------|--------------|-------|

| | | |
|------------|--|--|
| 02/08/2016 | ILT team members | Membership and introduction of CIWP |
| 03/11/2016 | Marly Neely, Traci Ceretto, Rosa Gutierrez, Toni Islas, Aldo Flores, John Miklaszewski, Leslie Hannah, Jennifer Laurincik, Lance Kenzinger, Kristina Baker, Guadalupe Valerio, Karen Brennan, Sue Mercon | Introduction to the CIWP and the process/SEF |
| 03/28/2016 | Angela Barrett, John Miklaszewski, Jennifer Laurincik, Leslie Hannah, Kristina Baker, Nick Fuentes, Aldo Flores | SEF Survey; Review Priorities; Goal Setting |
| 04/25/2016 | Guadalupe Valerio, John Miklaszewski, Toni Islas, Angela Barrett, Jennifer Laurincik, Traci Ceretto, Karen Brennan, Tina Hajar, Leslie Hannah, Marla Neely | Develop Strategies and Create Action Steps |
| 04/27/2016 | Karen Brennan, Toni Islas, Marly Neely, John Miklaszewski, Leslie Hannah, Angela Barrett, | Develop Strategies and Create Action Steps |
| 04/28/2016 | Leslie Hannah, Jennifer Laurincik, Karen Brennan, Traci Ceretto, Kristina Baker, Marla Neely, John Miklaszewski | Develop Strategies and Create Action Steps |
| 05/05/2016 | Tina Hajar, Leslie Hannah, Sue Mercon, Toni Islas, Nick Fuentes, Aldo Flores, John Miklaszewski, Guadalupe Valerio, Rosa Gutierrez, Kristina Baker, Jennifer Laurincik | Review CIWP |
| 05/06/2016 | LSC Members; Sue Mercon, Irma Cardenas, Margarita Zuniga, Sue Stepek, Toni Islas, Karen Esponosa, Sandy Bader, Asucena Garcia, Jennifer Laurincik | CIWP Approval |
| 05/10/2016 | LSC Members; Sue Mercon, Irma Cardenas, Margarita Zuniga, Sue Stepek, Toni Islas, Karen Esponosa, Jennifer Laurincik | CIWP Deep dive |

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Performance Standard A5: A shared vision and mission was collaboratively created however, there is limited implementation and it is not fully aligned to data-driven decision-making; D4: Expectations for staff and students are high, however, expectations need to be followed up with and monitored using a streamlined tool; A1: Current CIWP priorities and milestones do not always drive instructional decision-making and data-driven practices; School demographics taken into account when developing the Vision; Administrative team builds capacity among staff, parents, and students with regards to training and leadership development opportunities

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.

Score

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ILT agendas and minutes reflect a clear data-driven focus of improving teaching and learning, and take place a minimum of 2 times per month; Teacher team agendas reflect the instructional focus of the ILT; ILT meetings are productive and are dedicated to collecting data and analyzing evidence in an effort to maximize school improvement; A1: ILT will analyze the current state of the school and will support the development of the 2016-2018 CIWP; ILT Effectiveness Rubric Score; ILT celebrates small successes and focus on small, manageable improvements.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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.

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Performance Standards B2: Administrative team creates monitoring tools with specific look-fors to observe staff and provide feedback for improvement; B6: ongoing professional development is provided by admin team, teacher leaders, network staff, and outside experts: REACH 4A: Teachers are improving with regards to reflecting on teaching and learning as evidenced in their 4A rating; 4D: teachers attend relevant professional development opportunities, funded through the school, and engage in teach-back sessions with their colleagues; SQRP attainment and growth measures declined for the 2015-16 SY

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Schedules vary and the middle grades do not have an uninterrupted block of instructional time built in; an MTSS period has been built into the school-wide schedule to provide students with tiered interventions; teacher retention rate is extremely high, a majority of our staff has been at Clay for 10 years or more; A3: resources are allocated in the budget to support and enhance student learning; Diverse learner teachers and content area teachers are provided common planning time to vertically plan with grade-level colleagues, however additional planning time is needed.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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Teachers are aware of and are required to follow the Network 13 Scope and Sequence for Mathematics (which is based upon the IBSE model) and Literacy Frameworks and Goals. Mathematics and Literacy are sequenced and well aligned. Teachers have attended appropriate training sessions and participate in ongoing training. Co-teaching is utilized in some classrooms to support diverse learners. Performance Standards for School Leaders C1: administrative team creates a culture that supports SEL. Framework for Teaching 3A; 3C indicate teachers trending basic

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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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 | ✓ 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:

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

Score

1 2 3 4

Mathematics curriculum (GO Math!) has many levels of adaptability, include differentiated practice, instruction and assessment. Additionally, our math curriculum includes online resources for review, practice and is available in Spanish. Online curriculum, Compass Learning, is see-adjusting dependent upon student needs and assessment. Students are able to utilize this resource across all subject areas. Small group instruction, particularly in literacy, is designed to meet students at their instructional level through RIT-band based groupings. Whole group instruction is focused at the 70th percentile for Reading and 72nd percentile for Math to ensure rigorous learning in a scaffolded environment.

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 | ✓ SGRP Attainment and Growth |
| Five Essentials | Ambitious instruction Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time |

Rigorous Student Tasks:

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

Score

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Teachers follow scope and sequence in the core academic areas. At grade level meetings teachers share student work and accept feedback for future improvements. Content area teachers coordinate and plan for cohesive instruction. Administration and ILT members visit classrooms to verify pacing, data analysis and grouping methods. Student work is expected to be displayed in a timely manner with rubrics and feedback available, as well as the standard identified. Teachers use math talks and MARS tasks in math to develop discourse and rigor.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Score

1 2 3 4

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

Through our SEL curriculum, we are supporting students in their development of self-awareness. These students will be best prepared and equipped to make thoughtful, responsible decisions regarding their future. We offer enrichment classes such as Pre-Algebra and Algebra to increase student's skills in mathematics, enabling them to take more challenging courses in high school. Other after school enrichment activities such as Battle of the Books, Common Threads and Girls on the Run, involve our students in diverse aspects of life and provide them opportunities to explore potential careers and hobbies. Each year we have increased the number of students accepted into Selective Enrollment High Schools, Military Academies and International Baccalaureate programs. Our students are well prepared with diverse backgrounds to explore the potentials of the world around them. Students visit colleges on field trips, write letters to colleges, and college and career pennants and literature are posted throughout the building; Performance Standards for School Leaders C2: administrative team sets high expectations for all learners and promotes secondary and post-secondary education.

Guide for Transitions, College & Career Access & Persistence

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

- communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

A majority of teachers post objectives in classrooms. There are several teachers who use open ended high-level questions and engage students in authentic discussion. This is a developing characteristic for other teachers who are moving toward this goal. There is evidence of flexible grouping in most classrooms and there is evidence of rigorous learning tasks for math evident in most classrooms.

The school as a whole has adopted a plan toward goal setting for each individual student, which allows the teacher to check and unify an understanding of where they think the child is and compare it to a student's self-evaluation.

Guide for Instruction

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

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified) |
| Five Essentials | <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

The school as a whole is progressing toward support for multi-tiered students. This year we have instituted a Check-In, Check-Out program for tier 1 intervention. We provide after school programs such as, All-Stars, Algebra additionally, we have several teachers who devote time after school to support students who are having difficulties. Tier two support is lacking. We offer Compass Learning as a Tier 1 and 2 intervention as well as Achieve 3000 Breakfast Club and NWEA targeted After School Program. An Anger Engagement program was created, but it is still developing.

Guide for Multi-Tiered System of Support

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

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Teachers utilize the Network grade distribution percentages for all subjects in all grade levels. Teachers submit weekly lesson plans which list objectives and standards. The Assistant Principal monitors lesson plans, and surveys Gradebook every 2-3 weeks looking for reasonable grade distribution and ensuring grades are current. Continuing to look to coordinate better integration of ELL students and support for reentry into general education classes.

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.udcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Students are encouraged to be in school daily by using our Tiered-NBA (Never Been Absent) system as well as classroom incentives for attendance. Students are honored for attendance and honor roll on a quarterly basis in front of the entire school community. Grading system is posted in all classrooms. School wide behavior (ROAR) and classroom expectations are posted throughout the building. Character counts awards are given quarterly to students that exhibit high quality SEL characteristics. NWEA school wide goals have been set, as well as grade level and individual student goal setting. The school wide and grade level goals are posted throughout the building. Objectives are posted in all classrooms and addressed by the classroom teachers prior to, throughout and at the end of instruction. The use of the SEL programs such as Peace Circles, Check-in, Check-out, Second Step and Responsive Classroom, supports the culture of learning in the classroom especially through the use of Morning Meetings. Morning Meetings set the tone for the day and provides time for all students to have a voice. Rigorous tasks are being provided through the MARS task at the beginning and end of units. Student to student discourse is occurring more in the classrooms during Math Talks and small groups. Teachers are providing students with instructional feedback on their work and during class discussions.

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:

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

Score

1 2 3 4

Check-in, Check-out, Morning meetings, Peace Circles, and Restorative Conversations. All teachers have been trained in Restorative Practices. Staff and students engage in an annual Ethnic Day and Día Del Nino celebration. Staff has been trained on student trauma. The Second Step program is implemented at all grade levels. Staff engages in team building exercises. Administrative team builds teacher-capacity through sending teacher leaders to on-going professional development and encouraging them to teach back to their colleagues; School Climate Standards Self-Assessment survey indicated a sense of trust among most stakeholders.

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:

Score

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.

1 **2** 3 4

Student Council, Color guard, After School All-Stars, Basketball, Volleyball, Choir, Battle of the Books team; students and parents attended a Tank dedication ceremony in the community and purchased planters to support a community beautification program; Parents volunteer to speak to the students on a variety of topics; Student interest surveys given at the beginning of the school year in several classrooms; MSMV student survey completion rate 92%.

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

Students are assigned a particular door to enter and exit the building based on grade level. ROAR, and voice levels are in place. Teachers are to pick up and dismiss students: MVMS Survey reveals that students feel an overall sense of safety in the building; Framework for Teaching 2A: Majority of teachers score Proficient in Creating an Environment of Respect and Rapport in REACH; overall building cleanliness continues to be a staff concern; required safety drills completed and entered in FIMS.

Guide for Safety & Order

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | ✓ MVMS score – “Safety” |
| | ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? |
| | ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. |
| | ✓ School Climate Standards Rubric/Assessment |
| Measures | ✓ Five Essentials – Supportive Environment score |
| | ✓ My Voice, My School Survey “Safety” score |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 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

ROAR, Voice Levels posted throughout building and classroom expectations posted in all rooms; Use of Second Step, Check-in Check-out, Restorative Conversations, Responsive Classroom approach, Anger management group; Peace Circles led by Mr. Marin and Ms. Neely, who have been trained in the process. Detentions are given out, students are asked to write to explain what they could do differently and how to restore what has been broken; Less than 5 suspensions recorded in Verify for the 2015-16 SY; SEL Team, MTSS Team; Awarded Established Status from the ODLSS with regards to SEL 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

Communication between school and home is done through the monthly school newsletter, teacher Weebly websites, phone blasts, Parent square App, texts and e-mail and other tech tools used by teachers. Parents are invited in to volunteer and assist with lunch and recess, as well as chaperone field trips and assist with special classroom projects. Parents are offered opportunities to celebrate their child during assemblies and award ceremonies, as well as being given the opportunity to learn themselves. ESL and GED classes are provided for parents. Monthly BAC and PAC meetings in-house as well as off-site, engage parents and offer opportunities for growth. Parents also utilize the Parent Resource Center.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus ☐ = Not of focus |
|-------|--|--------------------------------|
| 2 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 2 3 4 5 ☐ |
| 2 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | ☐ 2 3 4 5 ☐ |
| 2 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 ☐ 3 4 5 ☐ |
| 2 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 2 3 4 5 ☐ |
| 2 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 2 ☐ 4 5 ☐ |
| 2 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 1 2 3 ☐ 5 ☐ |
| 2 | Expectations for depth & breadth of Student Learning: Curriculum | 1 2 3 4 5 ☐ |
| 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: Culture for Learning | 1 2 3 4 5 ☐ |
| 2 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 2 3 4 5 ☐ |
| 3 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 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: 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: Restorative Approaches to Discipline

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

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

National School Growth Percentile - Reading

Because our overall NGP for NWEA Reading was below the 50th percentile the previous year, a minimum growth goal of 50% has been set for the 2016-17 SY. An additional 5% has been set for SY 17-18 which is based on the difference of 100-50=50; which would indicate a 5% goal for each of the consecutive years.

98.00

38.00

50.00

55.00

National School Growth Percentile - Math

Because our overall NGP for NWEA Math was below the 50th percentile the previous year, a minimum growth goal of 50% has been set for the 2016-17 SY. An additional 5% has been set for SY 17-18 which is based on the difference of 100-50=50; which would indicate a 5% goal for each of the consecutive years.

94.00

44.00

50.00

55.00

% of Students Meeting/Exceeding National Ave Growth Norms

Because we do not have data for the 2015-16 SY, our minimum goal for the 2016-17 SY has been set for 50% with an increase of 5% for the 2017-18 SY

71.60

(Blank)

50.00

55.00

African-American Growth Percentile - Reading

n/a

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Reading

Because our overall Hispanic NGP for NWEA Reading was below the 50th Percentile the previous year, a minimum growth goal of 50% has been set for the 2016-17 SY. An additional 5% has been set for SY 17-18 which is based on the difference of 100-50=50; which would indicate a 5% goal for each of the consecutive years.

98.00

40.00

50.00

55.00

English Learner Growth Percentile - Reading

n/a

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Reading

Because the overall DLGP for NWEA Reading was at the 1st percentile, the previous year, a minimum growth goal of 9.9% has been set for the 2016-17 SY. An additional 9.9% has been set for SY 17-18 which is based on the difference of 100-1=99; which would indicate a 9.9% goal for each of the consecutive years.

78.00

1.00

10.90

19.90

African-American Growth Percentile - Math

n/a

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Math

Because our overall Hispanic NGP for NWEA Math was at the 50th Percentile the previous year, a minimum growth goal of 5% has been set for the 2016-17 SY. An additional 5% has been set for SY 17-18 which is based on the difference of 100-50=50; which would indicate a 5% goal for each of the consecutive years.

92.00

50.00

55.00

60.00

English Learner Growth Percentile - Math

| | | | | |
|-----|---------|---------|------|------|
| n/a | (Blank) | (Blank) | 0.00 | 0.00 |
|-----|---------|---------|------|------|

Diverse Learner Growth Percentile - Math

| | | | | |
|---|-------|-------|-------|-------|
| Because our overall DLGP for NWEA Math was below the 50th Percentile the previous year, a minimum growth goal of 50% has been set for the 2016-17 SY. An additional 5% has been set for SY 17-18 which is based on the difference of 100-50=50; which would indicate a 5% goal for each of the consecutive years. | 97.00 | 24.00 | 50.00 | 55.00 |
|---|-------|-------|-------|-------|

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

| | | | | |
|---|-------|-------|-------|-------|
| Because our overall Attainment Percentile for NWEA Reading was at the 51st Percentile the previous year, a minimum growth goal of 4.9% has been set for the 2016-17 SY. An additional 4.9% has been set for SY 17-18 which is based on the difference of 100-51=49; which would indicate a 4.9% goal for each of the consecutive years. | 62.00 | 51.00 | 55.90 | 60.80 |
|---|-------|-------|-------|-------|

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

| | | | | |
|---|-------|-------|-------|-------|
| Because our overall Attainment Percentile for NWEA Math was at the 73%ile the previous year, a minimum growth goal of 2.7% has been set for the 2016-17 SY. An additional 2.7% has been set for SY 17-18 which is based on the difference of 100-73=27; which would indicate a 2.7% goal for each of the consecutive years. | 82.00 | 73.00 | 75.70 | 78.40 |
|---|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

| | | | | |
|---|-------|-------|-------|-------|
| Because our overall Attainment Percentile for NWEA Reading in Grade 2 was at the 86%ile the previous year, a minimum growth goal of 1.4% has been set for the 2016-17 SY. An additional 1.4% has been set for SY 17-18 which is based on the difference of 100-86=14; which would indicate a 1.4% goal for each of the consecutive years. | 92.00 | 86.00 | 87.40 | 88.80 |
|---|-------|-------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

| | | | | |
|---|-------|-------|-------|-------|
| Because our overall Attainment Percentile for Math in Grade 2 was at the 79%ile the previous year, a minimum growth goal of 2.1% has been set for the 2016-17 SY. An additional 2.1% has been set for SY 17-18 which is based on the difference of 100-79=21; which would indicate a 2.1% goal for each of the consecutive years. | 86.00 | 79.00 | 81.10 | 83.20 |
|---|-------|-------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

| | | | | |
|---|-------|-------|-------|-------|
| Because our percentage of students making sufficient progress on ACCESS was at the 48.5%ile the previous year, a minimum growth goal of 5.1% has been set for the 2016-17 SY. An additional 5.1% has been set for SY 17-18 which is based on the difference of 100-48.5=51.5; which would indicate a 5.1% goal for each of the consecutive years. | 63.20 | 48.50 | 53.60 | 58.70 |
|---|-------|-------|-------|-------|

Average Daily Attendance Rate

| | | | | |
|---|-------|-------|-------|-------|
| Because our ADAR was at the 95.4%ile the previous year, a minimum growth goal of .52% has been set for the 2016-17 SY. An additional .52% has been set for SY 17-18 which is based on the difference of 100-94.8=5.2; which would indicate a .52% goal for each of the consecutive years. | 95.40 | 94.80 | 95.32 | 95.84 |
|---|-------|-------|-------|-------|

My Voice, My School 5 Essentials Survey

| | | | | |
|--|---------|---------|---------|---------|
| Increase the number of students, staff and parents that complete the survey(70%) in order to receive a report. Provide opportunities for the staff to complete the survey on professional development days or in grade level common planning meetings; Provide opportunities for parents to utilize technology at the school to complete the surveys at Report Card Pick Up, or during the school day in the library | (Blank) | (Blank) | (Blank) | (Blank) |
|--|---------|---------|---------|---------|

Custom metrics

3 of 3 complete

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

Small Group Reading Instruction

In the 2015-16 SY, we created a Small Group Monitoring Tool, provided professional development around guided reading, and purchased small group resource materials. Currently 25% of Reading teachers engage students in small group instruction with fidelity on a regular basis.

(Blank) 25.00 60.00 70.00

Small Group Math Instruction

In the 2015-16 SY we created a Small Group Monitoring Tool and provided professional development around guided math instruction. Currently 20% of Math teachers engage students in small group instruction with fidelity on a regular basis

(Blank) 20.00 50.00 60.00

Behavioral Management - Misconduct Reductions

In the 2015-16 SY we implemented a variety of SEL programs / Tiered Interventions to support positive behavior such as Second Step, Check-In Check-Out, Anger Coping, Peace Circles, PBIS and Restorative Practices. In the 2016-17 SY, we will continue to provide professional development, expand on current practices, and monitor trends through data analysis, resulting in a reduction of school wide misconducts.

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

Strategies

Strategy 1

If we do...

model best practices for Reading and Math; provide ample time for safe practice (every 5 weeks), including peer observation and coaching (monthly); schedule time for reflection and refinement of professional practice (quarterly).

...then we see...

an increase in collaboration throughout the building; consistent, effective instructional practices for Reading and Math; vertical cohesion; and teachers being empowered and supported to use a variety of strategies to reach all learners.

...which leads to...

an increase in the percentage of teachers who are proficient or distinguished in Domain 3 of REACH; increased student attainment/growth on NWEA Spring-Spring; increase in student mastery on 5 week formative assessments.

Tags: Academic expectations, Accountability, Best practice, Instructional strategy, Academic perfor, Vertical alignment

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

| Action step | Responsible | Timeframe | Evidence for status | Status |
|--|-------------------------------|------------------------------|------------------------|-------------|
| create and distribute a teacher survey regarding differentiated professional development needs | Leslie Hannah; Kristina Baker | Jun 10, 2016 to Jun 10, 2016 | 100% survey completion | Not started |

Academic expectations, Best practice, Academic supports

| | | | | |
|---|--|-----------------------------|-----------------------------------|-------------|
| Allocate funds to send teachers to relevant professional development workshops quarterly; build into yearly school wide PD plan | Jennifer Laurincik; ILT Team, Admin Team | May 20, 2016 to Aug 5, 2016 | funds allocated in 2016-17 budget | Not started |
|---|--|-----------------------------|-----------------------------------|-------------|

Professional development, Accountability, Budget

Clearly communicate, model, and monitor the implementation of the school's vision and mission with all stakeholders and align all decision-making with the vision/mission in order to prioritize school wide initiatives

All stakeholders will understand school priorities, goals, and values and will see evidence of strong home/school/community partnerships, a safe, engaging, supportive environment, collaborative educators, and social emotional development

Effective instruction yielding an increase in the percentage of students who score at/above the 70%ile for Reading and 72%ile for Math on the NWEA assessment; positive results on the MVMS survey; decrease in the number of misconducts in Verify

Tags:
Communication, Community, Vision, Shared leadership, Parent engagement

Area(s) of focus:
1, 2

| Action step ? | Responsible ? | Timeframe ? | Evidence for status ? | Status |
|---|---|--------------------------------|--|-------------|
| Print and distribute copies of the vision and mission in English and Spanish - posters for hallways, gym, computer lab, art room, etc., copies to send home to parents, post on Parent Square (BOY), school website (monthly), and classroom Weebly websites (weekly) | Kristina Baker; Guadalupe Valerio Nada Milanovic Sue Mercon; classroom teachers | Aug 29, 2016 to Sep 9, 2016 | posters displayed throughout the school, postings on our communication tools | Not started |

Communication, Vision, Parent engagement

| | | | | |
|---|--|--------------------------------|---|-------------|
| Clearly communicate the vision and mission to the staff during the PD sessions at the beginning of the school year (August), as well as teacher team meetings throughout the school year; parents and community at Open House and at all parent meetings ie) PAC, BAC, LSC, etc.(monthly) | Admin Team, ILT, Guadalupe Valerio, Rosa Gutierrez Toni Islas Sue Mercon | Aug 29, 2016 to Sep 2, 2016 | professional development agendas, grade level teacher team agendas, and PAC, BAC, LSC meeting agendas | Not started |
|---|--|--------------------------------|---|-------------|

Parental involvement, Communication, Vision, School wide staff

| | | | | |
|---|---|--------------------------------|-----------------------------|-------------|
| Analyze school wide NWEA Spring-Spring data to track student growth toward College and Career success a minimum of three times per year - EOY (Spring 2016), MOY and EOY(Spring 2017) and engage students in data-driven goal-setting based on the analysis | ILT Team; Grade Level Teacher Teams; students | Aug 29, 2016 to Jun 9, 2017 | NWEA data analysis template | Not started |
|---|---|--------------------------------|-----------------------------|-------------|

College Access and Persistence, Data analysis, Data tracking, Student achievement

| | | | | |
|---|----------|-------------------------------|---|-------------|
| Create student-friendly Mission and communicate it school wide; Schedule grade levels to recite the Mission daily over the intercom on a daily basis. | ILT Team | Jun 6, 2016 to Jun 6, 2016 | student-friendly Mission; Schedule for grade levels to recite the Mission | Not started |
|---|----------|-------------------------------|---|-------------|

Communication, Student ownership

Strategy 3

| If we do... | ...then we see... | ...which leads to... |
|---|--|---|
| identify students at all Tier levels as well as identify and expand on interventions; establish | an increase in academic performance and a decrease in negative behaviors; individual | an increase in NWEA growth and attainment data - Spring-Winter and Winter-Spring; |

procedures to create mobility between the Tiers/interventions and collect data to analyze the outcomes of the interventions and adjust as necessary

student needs being met; and the ability to identify trends in order to facilitate movement of students among the tiers

increase in the number of students achieving honor roll status; increase in the number of students who qualify for PBIS incentives; a decrease in the number of detentions and misconducts logged in Verify,

Tags:

Differentiated instruction, Tier 2 & 3, Data analysis, Data tracking, Achievement, Growth measures, Analysis of data, progress monitoring, rit instruction, small group instruction

Area(s) of focus:

2, 4

| Action step | Responsible | Timeframe | Evidence for status | Status |
|---|--|------------------------------|-----------------------|----------|
| Identify current students receiving Tier II or III interventions; the interventions they are receiving, and log the data on a centrally located spreadsheet | Kristina Baker; Pat Petrunaro; Karen Brennan, Tina Hajjar, Nick Fuentes, any teacher/staff responsible for providing student interventions | Apr 28, 2016 to May 11, 2016 | completed spreadsheet | On-Track |

MTSS, Tier 2 & 3, Data tracking, Differentiation

| | | | | |
|---|--|------------------------------|----------------------|----------|
| Create a flow chart indicating the process of movement between tiers (II and III) and interventions | John Miklaszewski, Leslie Hannah, Tina Hajjar, Karen Brennan | Apr 28, 2016 to May 11, 2016 | completed flow chart | On-Track |
|---|--|------------------------------|----------------------|----------|

Tier 2 & 3, Sel mtss

| | | | | |
|--|----------------------------|------------------------------|--|-------------|
| Clearly communicate to all stakeholders the supports and interventions that are available and the criteria for movement within the tier system | Admin Team, ILT, MTSS Team | Aug 29, 2016 to Sep 16, 2016 | power point presentation at Open House, agendas at staff development PD's; newsletters, school website | Not started |
|--|----------------------------|------------------------------|--|-------------|

MTSS, Tier 2 & 3, Communication

| | | | | |
|--|---------------------------------|-----------------------------|---|-------------|
| Create a system for tracking, analyzing and using data to inform decisions regarding movement among the Tiers and next steps | ILT Team, Admin Team, MTSS Team | Jul 1, 2016 to Aug 30, 2016 | Revised flow chart, revised student log, and evaluation of procedures to move students into and out of interventions. | Not started |
|--|---------------------------------|-----------------------------|---|-------------|

Data tracking, Data planning

| | | | | |
|---|------------|-----------------------------|--|-------------|
| Create, interview, and staff a culture and climate coordinator/student interventionist to support and enhance behavioral tiered interventions and track MTSS and SEL data on a monthly basis to inform next steps for student success | Admin Team | Jul 1, 2016 to Aug 12, 2016 | staff a qualified person in the position | Not started |
|---|------------|-----------------------------|--|-------------|

Interventions, Supports, Data tracking, Sel mtss

| | | | | |
|--|--|------------------------------|---|-------------|
| Make revisions to the current MTSS team to include a more diverse membership whose expertise and knowledge is aligned to MTSS goals and priorities | ILT Team, Administrative Team; CIWP Team | Jun 10, 2016 to Jun 17, 2016 | MTSS Team identified for the 2016-17 SY | Not started |
|--|--|------------------------------|---|-------------|

MTSS, Shared leadership, Instructional leadership team,

Behavioral health team

Strategy 4

If we do...

Scaffold instruction for all learners including diverse learners and ELLs, differentiate questions to encourage higher order thinking skills, and model/practice appropriate discourse and discussion techniques on a daily basis

...then we see...

students taking an active role in leading discussions and asking and answering questions;
an increase in student growth and achievement

...which leads to...

an increase in student engagement- REACH 3C; increase in the percentage of teachers at the proficient and/or distinguished level in REACH for 3B; student mastery on higher-order question/response rubrics and/or checklists

Tags:

Differentiated instruction, Growth mindset, Discourse, Small group instruction

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Invest in purchasing supplemental research-based teacher resource materials to support student engagement in Math as well as a higher-order questioning tool kit for Literacy

Jennifer Laurincik

Jul 1, 2016 to Aug 12, 2016

books purchased

Not started

Instructional material, Best practice, Professional text, Reference

Create a student engagement study group of teachers; teachers will use one common planning period per month to dedicate to professional readings, discussion, and safe practice strategy implementation with regards to student engagement

Teacher Teams, Admin Team, Math Coach

Sep 9, 2016 to Jun 2, 2017

grade level meeting agendas; student artifacts, sign-in sheets

Not started

Teacher Teams/Collaboration, Depth of knowledge, Student engagement, Professional text

Post discussion stems in all classrooms and monitor implementation (quarterly) through informal ILT walk-throughs and monitoring tools

Kristina Baker, Leslie Hannah, Jennifer Laurincik; ILT

Aug 29, 2016 to Jun 2, 2017

student artifacts, discussion stem anchor charts posted, monitoring tool

Not started

Best practice, Discourse

video tape high-quality student discourse and collaboration sessions and share with colleagues to provide teachers with examples of exemplars

classroom teachers, ILT

Oct 28, 2016 to Nov 25, 2016

video tapes

Not started

Collaboration, Discourse, Collective responsibility

ensure the use of complex texts for Reading and Mars tasks for Math in lesson planning and daily instruction

Admin Team; ILT

Sep 4, 2015 to Jun 10, 2016

complex text rubric, lesson plans

Not started

Ccss, Academic expectations, Academic rigor

interview and hire a qualified school wide math coach to provide instructional support, modeling, and best-practice coaching to all grade levels on a monthly basis

Admin Team; Math Department, ILT

Jun 1, 2016 to Aug 5, 2016

staff a qualified person in that position

Not started

Instructional Coaching, Support, Academic expectations, Shared leadership, Math curriculum, Model

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|--|---|--------------|--------------|-------------|
| <p>✚ create and distribute a teacher survey regarding differentiated professional development needs Tags: Academic expectations, Accountability, Best practice, Instructional strategy, Academic perfor, Vertical alignment, Academic expectations, Best practice, Academic supports</p> | Leslie Hannah; Kristina Baker | Jun 10, 2016 | Jun 10, 2016 | Not started |
| <p>✚ Allocate funds to send teachers to relevant professional development workshops quarterly; build into yearly school wide PD plan Tags: Academic expectations, Accountability, Best practice, Instructional strategy, Academic perfor, Vertical alignment, Professional development, Accountability, Budget</p> | Jennifer Laurincik; ILT Team, Admin Team | May 20, 2016 | Aug 5, 2016 | Not started |
| <p>✚ create and utilize collaborative logs for peer observation/coaching and feedback; teachers will be required to collaborate and log feedback a minimum of 2 times per year Tags: Academic expectations, Accountability, Best practice, Instructional strategy, Academic perfor, Vertical alignment, Best practice, Collaboration, Peer observation</p> | ILT team, Teachers | Jul 15, 2016 | Aug 5, 2016 | Not started |
| <p>✚ create a strategic schedule that allows for grade level/content area collaborative planning time at least 2 times per week Tags: Academic expectations, Accountability, Best practice, Instructional strategy, Academic perfor, Vertical alignment, Planning, Collaboration, Master schedule</p> | Jennifer Laurincik; Leslie Hannah; Kristina Baker | Jul 4, 2016 | Aug 1, 2016 | Not started |
| <p>✚ Secure a location in the building for teachers to disseminate PD take-aways such as Anchor Charts, posters, strategies, etc. as a professional resource room (213) Tags: Academic expectations, Accountability, Best practice, Instructional strategy, Academic perfor, Vertical alignment, Professional Learning, Teacher-teacher trust & support, School wide staff, Collaboration, Distributed leadership</p> | ILT Team; Teacher Leaders | Jun 6, 2016 | Jun 6, 2016 | Not started |
| <p>✚ Plan and facilitate a new teacher summer orientation and select veteran, high-quality teachers as mentors Tags: Academic expectations, Accountability, Best practice, Instructional strategy, Academic perfor, Vertical alignment, Mentorship, Teacher-teacher trust & support, Best practice, Orientation</p> | Admin Team; ILT Team | Jul 11, 2016 | Aug 1, 2016 | Not started |
| <p>✚ interview and hire a qualified Math coach to model best-practice math instruction, provide professional development, and analyze grade level and homeroom data to inform instruction and increase student achievement Tags: Academic expectations, Accountability, Best practice, Instructional strategy, Academic perfor, Vertical alignment, Data Use, Teacher Teams/Collaboration, Best practice, Data analysis, Data driven instruction, Safe practice, Math professional</p> | Admin Team; ILT | Jul 1, 2016 | Aug 12, 2016 | Not started |
| <p>✚ Interview and hire a qualified Literacy coach to model best-practice literacy instruction, and analyze grade level and homeroom data to inform instruction and increase student achievement Tags: Academic expectations, Accountability, Best practice, Instructional strategy, Academic perfor, Vertical alignment, Data Use, Teacher Teams/Collaboration, Best practice, Data analysis, Data driven instruction, Reading strategies, Safe practice</p> | Admin Team; ILT | Jul 3, 2017 | Aug 4, 2017 | Not started |

| District priority and action step | Responsible | Start | End | Status |
|--|---|--------------|--------------|-------------|
| <p>✦ Print and distribute copies of the vision and mission in English and Spanish - posters for hallways, gym, computer lab, art room, etc., copies to send home to parents, post on Parent Square (BOY), school website (monthly), and classroom Weebly websites (weekly) Tags: Communication, Community, Vision, Shared leadership, Parent engagement, Communication, Vision, Parent engagement</p> | Kristina Baker; Guadalupe Valerio Nada Milanovic Sue Mercon; classroom teachers | Aug 29, 2016 | Sep 9, 2016 | Not started |
| <p>✦ Clearly communicate the vision and mission to the staff during the PD sessions at the beginning of the school year (August), as well as teacher team meetings throughout the school year; parents and community at Open House and at all parent meetings ie) PAC, BAC, LSC, etc.(monthly) Tags: Communication, Community, Vision, Shared leadership, Parent engagement, Parental involvement, Communication, Vision, School wide staff</p> | Admin Team, ILT, Guadalupe Valerio, Rosa Gutierrez Toni Islas Sue Mercon | Aug 29, 2016 | Sep 2, 2016 | Not started |
| <p>✦ Analyze school wide NWEA Spring-Spring data to track student growth toward College and Career success a minimum of three times per year - EOY (Spring 2016), MOY and EOY(Spring 2017) and engage students in data-driven goal-setting based on the analysis Tags: Communication, Community, Vision, Shared leadership, Parent engagement, College Access and Persistence, Data analysis, Data tracking, Student achievement</p> | ILT Team; Grade Level Teacher Teams; students | Aug 29, 2016 | Jun 9, 2017 | Not started |
| <p>✦ Create student-friendly Mission and communicate it school wide; Schedule grade levels to recite the Mission daily over the intercom on a daily basis. Tags: Communication, Community, Vision, Shared leadership, Parent engagement, Communication, Student ownership</p> | ILT Team | Jun 6, 2016 | Jun 6, 2016 | Not started |
| <p>✦ Identify current students receiving Tier II or III interventions; the interventions they are receiving, and log the data on a centrally located spreadsheet Tags: Differentiated instruction, Tier 2 & 3, Data analysis, Data tracking, Achievement, Growth measures, Analysis of data, progress monitoring, rit instruction, small group instruction, MTSS, Tier 2 & 3, Data tracking, Differentiation</p> | Kristina Baker; Pat Petrunaro; Karen Brennan,Tina Hajjar, Nick Fuentes, any teacher/staff responsible for providing student interventions | Apr 28, 2016 | May 11, 2016 | On-Track |
| <p>✦ Create a flow chart indicating the process of movement between tiers (II and III) and interventions Tags: Differentiated instruction, Tier 2 & 3, Data analysis, Data tracking, Achievement, Growth measures, Analysis of data, progress monitoring, rit instruction, small group instruction, Tier 2 & 3, Sel mtss</p> | John Miklaszewski, Leslie Hannah,Tina Hajjar, Karen Brennan | Apr 28, 2016 | May 11, 2016 | On-Track |
| <p>✦ Clearly communicate to all stakeholders the supports and interventions that are available and the criteria for movement within the tier system Tags: Differentiated instruction, Tier 2 & 3, Data analysis, Data tracking, Achievement, Growth measures, Analysis of data, progress monitoring, rit instruction, small group instruction, MTSS, Tier 2 & 3, Communication</p> | Admin Team, ILT, MTSS Team | Aug 29, 2016 | Sep 16, 2016 | Not started |
| <p>✦ Create a system for tracking, analyzing and using data to inform decisions regarding movement among the Tiers and next steps Tags: Differentiated instruction, Tier 2 & 3, Data analysis, Data tracking, Achievement, Growth measures, Analysis of data, progress monitoring, rit instruction, small group instruction, Data tracking, Data planning</p> | ILT Team, Admin Team, MTSS Team | Jul 1, 2016 | Aug 30, 2016 | Not started |
| <p>✦ Create, interview, and staff a culture and climate coordinator/student interventionist to support and enhance behavioral tiered interventions and track MTSS and SEL data on a monthly basis to inform next steps for student success Tags: Differentiated instruction, Tier 2 & 3, Data analysis, Data tracking, Achievement, Growth measures, Analysis of data, progress monitoring, rit instruction, small group instruction, Interventions, Supports, Data tracking, Sel mtss</p> | Admin Team | Jul 1, 2016 | Aug 12, 2016 | Not started |
| <p>✦ Make revisions to the current MTSS team to include a more diverse membership whose expertise and knowledge is aligned to MTSS goals and priorities Tags: Differentiated instruction, Tier 2 & 3, Data analysis, Data tracking, Achievement, Growth measures, Analysis of data, progress monitoring, rit instruction, small group instruction, MTSS, Shared leadership, Instructional leadership team, Behavioral health team</p> | ILT Team, Administrative Team; CIWP Team | Jun 10, 2016 | Jun 17, 2016 | Not started |

| District priority and action step | Responsible | Start | End | Status |
|---|--|--------------|--------------|-------------|
| <p>✦ Invest in purchasing supplemental research-based teacher resource materials to support student engagement in Math as well as a higher-order questioning tool kit for Literacy</p> <p>Tags: Differentiated instruction, Growth mindset, Discourse, Small group instruction, Instructional material, Best practice, Professional text, Reference</p> | Jennifer Laurincik | Jul 1, 2016 | Aug 12, 2016 | Not started |
| <p>✦ Create a student engagement study group of teachers; teachers will use one common planning period per month to dedicate to professional readings, discussion, and safe practice strategy implementation with regards to student engagement</p> <p>Tags: Differentiated instruction, Growth mindset, Discourse, Small group instruction, Teacher Teams/Collaboration, Depth of knowledge, Student engagement, Professional text</p> | Teacher Teams, Admin Team, Math Coach | Sep 9, 2016 | Jun 2, 2017 | Not started |
| <p>✦ Post discussion stems in all classrooms and monitor implementation (quarterly) through informal ILT walk-throughs and monitoring tools</p> <p>Tags: Differentiated instruction, Growth mindset, Discourse, Small group instruction, Best practice, Discourse</p> | Kristina Baker, Leslie Hannah, Jennifer Laurincik; ILT | Aug 29, 2016 | Jun 2, 2017 | Not started |
| <p>✦ video tape high-quality student discourse and collaboration sessions and share with colleagues to provide teachers with examples of exemplars</p> <p>Tags: Differentiated instruction, Growth mindset, Discourse, Small group instruction, Collaboration, Discourse, Collective responsibility</p> | classroom teachers, ILT | Oct 28, 2016 | Nov 25, 2016 | Not started |
| <p>✦ ensure the use of complex texts for Reading and Mars tasks for Math in lesson planning and daily instruction</p> <p>Tags: Differentiated instruction, Growth mindset, Discourse, Small group instruction, Ccss, Academic expectations, Academic rigor</p> | Admin Team; ILT | Sep 4, 2015 | Jun 10, 2016 | Not started |
| <p>✦ interview and hire a qualified school wide math coach to provide instructional support, modeling, and best-practice coaching to all grade levels on a monthly basis</p> <p>Tags: Differentiated instruction, Growth mindset, Discourse, Small group instruction, Instructional Coaching, Support, Academic expectations, Shared leadership, Math curriculum, Model</p> | Admin Team; Math Department, ILT | Jun 1, 2016 | Aug 5, 2016 | Not started |

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as

the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

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 Parent Advisory Committee will continue to meet on a monthly basis to determine their needs, gather information, assist in planning and school improvement. The lead will then meet monthly with Administrators to consult and share ideas for improvement. In addition, the parents continue to have many opportunities to communicate their ideas through our communication channels of Parent Square, Weebly Websites, and School Newsletters. Parent surveys will be sent out via Google surveys, paper/pencil formats and parent forums. Parents will be provided with Data Workshops and SEL updates so they have a clear understanding of what is happening at the school.

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

Parents will be personally invited by the Principal when they attend our Open House event. They will also receive invitations on a monthly basis to attend meetings through our monthly newsletter, and ParentSquare communication tool. The event will be listed on the school calendar, reminders will be sent via ParentSquare and flyers will be sent home with students. The Title I Annual Meeting will take place on Tuesday, September 27th at 8:00 am. The Title I PAC Organizational Meeting will take place on Tuesday, September 27th at 9:00 am.

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.

The curriculum will be explained by the classroom teachers when parents attend Open House during the second week of school. Parents will be also be encouraged to attend a Data Night workshop facilitated by the school counselor and the administrative team. The presentation will provide an overview of the types of assessments that will be used to measure student progress as well as clarify misconceptions. Teachers will also send home student goal setting sheets so parents understand their child's progress and where they need to be. The parents will be expected to sign the goal setting sheets and explain what they will do to assist in helping their child meet their individual growth and attainment goals.

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.

Any requests made by parents will be brought to the attention of the school's administrators and then brought to the Instructional Leadership Team. Recommendations will be discussed. Administrators will then provide the lead of PAC feedback with regards to the request.

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.

NWEA student progress reports and Goal setting sheets will be printed and sent home with students at the end of each testing window. Parents will receive alerts via ParentSquare, and the school newsletter informing them when they can expect the reports.

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.

Notification to parents concerning a teacher deemed not "highly qualified" will be sent directly to the home.

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.

The school will host a "Data Night" and will provide a power point presentation that reviews CCSS and expectations for state assessments. A focus will be on providing clear explanations regarding the following points: CCSS, NWEA RIT scores, Gradebook, class Weebly websites, and online academic support programs - Compass Learning, Achieve 3000, Raz Kids, etc.

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.

Parents will be encouraged to join Parent Portal, if they have not already done so. Time will be allotted for parents to come to the computer lab and they will be provided assistance by our Technology coordinator on how to sign up and have the ability to access their child's grades. The Parent Center provides computers and literature for parents to access information. The GED and English language classes will continue to be provided at the school as long as there is a need for them. Literacy and math nights will take place and teachers will provide parents with activities that can be done with their child to improve their academic achievement. The teacher's Weebly websites will also be utilized for tips parents can use to assist their child. Parent incentives such as scratch off tickets will continue to be used to increase parental involvement .

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.

The SEL team in collaboration with the PAC will provide staff with professional development on ways to build the parent-teacher partnership during the professional development days at the beginning of the school year.

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.

Parents of our state pre-school program will be encouraged to sign up for ParentSquare which is an online school communication tool. In addition, parents will receive monthly newsletters and robo-calls regarding upcoming school news and events

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.

All communications to parents will be available to parents in English and Spanish through the school newsletter and Parent Square.

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.)

The school will provide high-quality instruction in a supportive learning environment by communicating the schools mission and adhering to it. Our mission at Clay is to set high expectations for all and develop a partnership amongst home, school and community, which promotes student success within a safe, engaging and supportive environment. Our educators collaborate in utilizing the CCSS across a comprehensive and diverse curriculum. We challenge all students to achieve academic success while also developing socially and emotionally.

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.

Parent- teacher conferences will be held on the dates determined by CPS. Teachers and parents will schedule meeting times in advance, allotting 10-15 minutes, depending on the number of parents a teacher needs to meet with.

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

Parents will have the ability to access Grade book which will be updated on a weekly basis. The parents will be given progress reports every 5 weeks and they are able to schedule appointments with teachers if they need to. As needed, students will receive weekly/daily written progress communication with regards to behavior.

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

Parents are free to write, email and/or call to schedule a meeting with teachers, either before, after school or during the teacher's preparation period. Every attempt will be made to accommodate parent requests for conferences.

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.

We have a Parent Patrol, in which parents are asked to assist in the lunchroom and during recess. Parents are invited on field trips, asked to participate/assist in school fundraisers and they are welcome to observe and/or participate in classroom activities as often as needed or as they would like to. When teachers have special projects they will often invite parents in to assist.

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

Parents will be asked to sign their child's homework planner to show they have seen their child's homework assignments and they will be encouraged to view assignments in Parent Portal. Parents will also be encouraged to participate in attendance incentives.

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 consult with the school through our Parent Square communication tool, emails, face-to-face meetings/conferences as well as by attending LSC/PAC/BAC monthly meetings.

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 assume ownership of their learning by striving for 95% attendance, actively participating in academic and/or behavioral goal-setting, adhering to the school wide behavioral expectations - ROAR, and by being prepared for school each day

Parent Budget

Complete

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

Goals for increasing student achievement through parental involvement activities include professional development, workshops, seminars, field trips, and providing literature and other resources to empower parents and build capacity with regards to supporting student learning. Parents will complete a needs survey at the start of the school year and relevant professional development/training opportunities will be scheduled and offered quarterly. Additional goals include increased parent participation in BAC and PAC meetings as well as school/community events such as Open House, Data Night, Literacy Night, Math Night, etc.

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. | \$ 0 .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. | \$ 1000 .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ 500 .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) | \$ 1000 .00 |

| | | | | |
|-------|--|----|------|-----|
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ | 1102 | .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. | \$ | 0 | .00 |
| 54565 | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ | 0 | .00 |
| 53510 | Postage Must be used for parent involvement programs only. | \$ | 0 | .00 |
| 53306 | Software Must be educational and for parent use only. | \$ | 0 | .00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents. | \$ | 0 | .00 |