



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/26/2016	All	CIWP requirements
02/05/2016	All	Excellence framework
02/18/2016	All	Excellence Framework
03/10/2016	All	Priorities
03/31/2016	All	Priorities

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.

1 2 **3** 4

Mission Statement:

Cleveland School, working with parents and the community, is committed to providing each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Cleveland School team joins the parents and community to prepare students to meet the challenges of society by providing excellent achievement opportunities, emphasizing reading and mathematics, and preparing our students to become caring capable and responsible members of a global community.

Vision Statement:

Cleveland School envisions educating all students to their individual potential and providing expanded opportunities for our children's educators to enhance their teaching expertise and positive influence on our students

Currently, the mission and vision of Cleveland school does not reflect the demographics of the school community. After speaking with parents, staff, students and community members we have come to the conclusion that these need to be revised to include Spanish Language goals. We agree that emphasizing reading and math should be a priority but this should be expanded to all core subjects. In order to prepare our students to live in a global community we believe that students should be proficient in Spanish and English.

Looking at collective responsibility not all teachers share a sense of responsibility for student development. Most teachers feel responsible when their students fail and help students to do their best. Our routines and rituals are extremely strong but not all teacher take responsibility for improving the entire school.

Teachers feel strong about the collaborative support within the school but don't always feel connected to the decision making process. As a result of this data, perhaps Learning Communities that apply a cycle of continuous improvement could be considered.

These Learning Communities would engage in inquiry, action research, data analysis, planning implementation, reflection and evaluation. The goal would be for the learning communities to share a collective responsibility for the learning of all students.

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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The Cleveland ILT meets biweekly to discuss instruction and data within the building. The team discusses the progress of literacy, mathematics, bilingual, and special education programs from Pre-Kindergarten through eighth grade. The ILT consists of a team of teachers that represent the span of grades within the school, the school counselor, administrators, the bilingual lead teacher and the special education case manager. Prior to each meeting, an agenda is created using Google Docs and all members are able log in and add to the agenda as needed. The agenda, and ultimately meetings, cover the current state of the literacy and math programs as well as goals for those subject areas and ways to meet those goals. The team has discussed improving consistency from grade to grade while keeping high cognitive demand in our math curriculum by using the three reads strategy, math talks, and supplemental resources while maintaining the scope and sequence of the Envision and Connected Math programs. The ILT then discusses how the team will best gather evidence and the next steps to take to achieve those goals. Evidence within math could include student work, lesson and unit plans that align vertically, and learning walks through classrooms to look for student engagement and cognitively demanding tasks.

After district and state testing, teachers bring data to the ILT meeting to find trends in performance within grade levels, school wide, and student groups such as English Language Learners or Special Education. Teachers then return back to their pertinent teams to create action plans to target places of weakness. The action plan is shared at the following ILT meeting for the purposes of sharing strategies as well as pushing team members' thinking.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.

- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

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Cleveland School does an excellent job of looking at data and identifying school-wide improvement gaps. Recently, we have begun learning walks to identify school-wide trends that need to be addressed. Cognitive demand is a current issue at the school. The ILT met and has planned a Learning Cycle around this topic. Professional Development was planned and executed for teachers around this topic. Further PD will continue until we feel the issues around cognitive demand have been resolved. This is how we plan for and design professional learning at Cleveland School.

Cleveland has a full time Literacy Coach, Lead Bilingual Teacher and RTI Coach. These individuals provide ongoing differentiated support to teachers. We work with the Erickson Institute and DePaul around math support however, we are in need of further support at the school level. Cleveland is a part of the Language Matters grant and our bilingual program is supported by Loyola University. Staff is encouraged to attend outside PD related to their content area and areas of need.

Schedules are made so that all grade level teams which include bilingual and special education support have the opportunity to meet four times a week. Grade level teams meet on a weekly basis and plan for instruction. Peer observations are sometimes scheduled when we are looking at a particular trend in the school. They are also encouraged vertically and horizontally. There is a need for teacher to participate more in professional inquiry to advance student learning.

Most teacher feel supported and safe in their professional learning. The culture of Cleveland School is one of collaboration where coaching and mentoring is a regular occurrence. New teacher are always assigned an in school mentor.

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

1 2 3 4

Cleveland's school day is aligned to maximize instruction time and meets the CPS guidelines. The budget is aligned to the CIWP priorities. We strive to provide all the resources teachers and staff need to make sure we have a high quality instructional program. Our instructional program in reading, math and science is research based. With the help of the school clerk and our supply person we make sure that all instructional material is ordered and delivered well in advance of the start of school. Grant funds are secured on a regular basis to support high need areas. We always make sure we leverage strategic source vendors to maximize funds.

Currently, the hiring is done by the principal and the assistant principal. Team members are included in the hiring process when possible especially in the case of diverse and bilingual learner positions. We have an interview protocol for questioning and selecting a highly qualified candidate and references are checked. We would like to include a classroom demonstration lesson to assess candidate expertise.

All teachers at Cleveland School are highly qualified.

Our teacher retention rate has varied from year to year. We have a young staff who are starting families so we lose teachers from time to time. When staff has resigned the reasons are usually family related or moving out of the area.

Our partnerships include many community organizations however, resources from these sources have been limited.

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:

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

Score

1 2 3 4

Teachers design their curriculum based on the works of Wiggins and McTighe. This type of planning focuses on "teaching for understanding" with an emphasis on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments and classroom instruction. The teachers upload these units on Cleveland's Drive to promote horizontal/vertical planning.

The design of the planning units identifies essential understandings- what students should learn in greater depth. Each unit integrates language goals (reading, writing, speaking and listening) that support all academic areas.

A section on the UBD template enables teachers to plan for diverse learners and English language learners; however, this area is deficient in the planning process. According to the SQR, 15% of English Language Learners and 14% of diverse learners made growth in reading. Based on these statistics and current unit plans, teachers need to enhance their units and plan strategically with an emphasis on diverse and English language learners.

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

According to a recent teacher survey, 66% of the teachers integrate technology in the classroom. The teachers use a variety of multimedia to enhance instruction and learning. Ipads and Chromebooks are utilized on an average 2-3 days per week in the elementary and upper middle grade classrooms. These teachers are continually enhancing their knowledge in technology and incorporating multimedia devices to strengthen student learning. However, according to the teacher survey, teachers would like more technology per student.

Primary teachers utilize Smartboards to build background knowledge in math, vocabulary, science and social studies. However, less than 10% of primary classroom teachers utilize other multimedia devices in their classrooms. iPads are a valuable resource that can help our diverse learners succeed.

K-6 teachers use literacy materials based on student data. The classroom leveled libraries support Cleveland's reading workshop curriculum. A separate reading room consists of leveled book sets (gradients A-Z) that support guided reading instruction. However, these books are not written in Spanish.

The classroom libraries are deficient in culturally relevant materials, Spanish leveled texts and high interest-low level materials.

According to observations, the majority of the self-contained special education classrooms use a variety of materials that address the needs of the whole child: cognitive, linguistic, social, emotional, physical, and aesthetic. However, there is a lack of materials in the regular education classrooms that promote academic and emotional growth of the diverse learner.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Rigorous Student Tasks:

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

Score

1 2 3 4

According to a recent survey, teachers use a variety of assessments to "Check for Understanding." However, these assessments lack rigorous thinking. The assessments are deficient in real-world problem solving tasks. The survey also states that 63% of the teachers utilize their unit plans daily. The theory behind the unit plans is to implement daily, rigorous thinking by integrating overarching essential questions. Most of the written plans are "rigorous" in theory; however, according to observations, teachers do not implement their unit plans with fidelity. As a result, according to the SQRP, 52% of students grades 3-8 are "on track" for College and Career readiness.

Based on the 5 Essentials rating, students believe that Cleveland teachers provide a rigorous math curriculum and maintain a strong academic press. The students, however, have a neutral opinion in regards to the English Curriculum. Although the results of this survey are based on student voice, there is a correlation between students' "neutral" opinion to the English Curriculum and the results of 2015 NWEA reading and math scores. According to the SQRP, Cleveland's school rating in reading growth measures 3/5 points (40th-69th percentile) and 4/5 points (70th-89th percentile) in math. Therefore, teachers need to reflect on their math instruction versus their reading instruction.

Overall, teachers at Cleveland have the potential to implement a rigorous curriculum in the classroom, However, the staff is in need of professional development in the areas of rigorous instruction, cognitive demand and student inquiry.

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2.b. Establishing a Culture for Learning 3.b. Using Questioning and Discussion Techniques 3.c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

Cleveland school promotes social and emotional learning through individual and group settings in the counseling office as well as in the classroom with the eighth grade social studies teacher. The social studies teacher uses multimedia to enhance career and college interest. The counselor and social studies teacher have collaborated to help promote an interest in career readiness. Students have completed surveys to promote interest in different type of careers. The counselor meets with eighth graders individually regarding high school placement and discusses career aspirations based on surveys, academic achievements, and informal conversations. Seventy percent of Cleveland School eighth graders and parents attend high school fairs which promotes an easier high school transition.

Currently, Cleveland does not have an Individualized Learning Plan to gear middle school students towards college completion and career planning. Cleveland School is in need of a career day where different occupations are represented.

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:

Score

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.

1 2 **3** 4

Based on grade level team meetings and surveys, the teachers at Cleveland school know how to analyze their informal and formal data. The teachers have a deep understanding of where their students are according to NWEA, exit slips, quizzes, unit tests and informal assessments. According to teacher observations and the SQRP, less than half of the classroom teachers use this data to scaffold instruction to ensure that all students, including diverse learners and English learners, have access to cognitive demanding tasks.

Based on formal and informal observations of all classrooms, teachers have the pedagogy, resources and data to drive instruction; however, they are not using these tools with fidelity.

The majority of the classrooms at Cleveland school have a respectful learning environment where students feel safe and routines are in place. Since these routines have been established by the classroom teachers, students have the capacity to be the instructional leaders and self-directed learners. This style of instruction, teachers as facilitators, requires more scaffolding, higher level thinking tasks and constant teacher/student feedback.

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

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Cleveland School uses data from NWEA, DIBELS, PARCC, IDEL, Fountas and Pinnell, TRC, and other informal based assessments, in order to benchmark students during the school year. Additionally, students are assessed using a variety of unit assessments based on CCSS. All the data is used to assist in identifying students who are at risk and/or not making progress. Differentiated instruction is driven from the reviewed data. Small group instruction is provided in the areas of literacy and mathematics. Monitoring student progress frequently allows each teacher to make decisions about changes in instruction to ensure optimal learning of all students.

For a student struggling to meet success, the classroom teacher will begin Tier II interventions which provides small group instruction focusing on the identified specific areas of instructional need at the student's instructional ability, 2-3 times weekly. The student who does not make expected progress at Tier II will move to Tier III, a more intense level where they continue to receive Tier II supports in the classroom and receive individualized attention 4-5 times per week from an RTI team member. These interventions are tailored to the student's individual needs.

MTSS/RTI has a live Google doc which is colored coded to ensure all students are tracked and monitored efficiently. The RTI team (classroom teachers, related service providers, reading specialist, and other academic intervention specialists) meets monthly to discuss progress of students on track and any new concerns.

The PLP is monitored every 5 weeks. Most students have individualized goals based on data and personal goals. Teachers do small group, flexible grouping (i.e., Words Their Way, Flocabulary), and the use of student plans.

Teachers use Fountas and Pinnell Leveled Literacy Intervention and Reading A-Z. They are also encouraged to use research based interventions such as, Florida Center for Reading Research, Intervention Central, Easy CBM, and What Works Clearinghouse, for academics.

Teachers implement the school wide PBIS, "Character Counts", as well as classroom and individualized behavior reward systems/charts, individual behavior contracts, goal setting, individual or group therapy/counseling with school counselor, social worker, psychologist and dean of students, to encourage and motivate positive behavior and motivation.. Teachers are encouraged to use pbisworld.com to understand the multi-tier levels of support and implement positive behavior supports, such as, Check-In/Check-Out, Daily Behavior Form/Documentation, Forced Choice Reinforcement Survey, Structured Breaks, and Behavior Intervention Plans.

Measures:

-Attendance rates continue to improve, although inconsistent.

-SQRP-in need improvement; ELL growth reading 15%ile, DL growth reading 14%ile

-According to My School 5 Essential survey, students reported a lack in motivation and do not feel connected with the school community. These topics include rigorous study habits, school "connectedness", and emotional health. MTSS should be implemented with fidelity throughout the entire school. Based on the results of this data, Cleveland School would benefit from a MTSS /social emotional team to create an environment which promotes respect and compassion to increase positive relationships between teacher/student and student/student.

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
	3e. Demonstrating Flexibility and Responsiveness
4b. Maintaining Accurate Records	
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

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Cleveland School utilizes data from multiple sources to create a balanced assessment system. In K-2, TRC, DIBELS, Fountas and Pinnell, and benchmark assessments are utilized to drive instruction to provide a comprehensive picture of student learning. In 3-8, NWEA, Fountas and Pinnell running records, and CCSS unit assessments are used to drive instruction to provide a comprehensive picture of student learning.

DIBELS measures students early literacy behaviors.

TRC and Fountas and Pinnell are leveled diagnostic reading assessment that measure early literacy behaviors as well as comprehension skills.

Front Row is a differentiated web based program that assesses students on their instructional level in Reading and Math. The results of the data enables teachers to provide interventions based on the student's instructional needs.

NWEA/MAP (Measures of Academic Progress) is a normed-referenced assessment which delivers precise and immediate feedback to the classroom teacher

For a student struggling with these Tier I assessments, the classroom teacher will begin Tier II interventions. Tier II interventions in K-2 are assessed weekly using TRC and DIBELS. In 3-8, Tier II students are assessed biweekly using Front Row ELA and Front Row Math. However, if students are not making the expected progress with these assessments, they will move to Tier III and receive individualized attention from an RTI team member. Students on Tier III are assessed weekly using Fountas and Pinnell running records and Front Row Math.

Although Cleveland has the assessment tools, finding the time to administer these assessments and the personnel is an area of need. Although many teachers use a variety of assessments in their classroom, professional development can strengthen their pedagogy in utilizing a variety of assessments to cater to the needs of Cleveland's diverse and English learners.

Math units have been established and are supplemented using various resources including Envisions Math. CCSS are the basis for the established math units. Ongoing formative assessments are used as well as summative assessments at the end of each unit.

ELA focuses on using Lucy Caulkins and integrating the workshop model. Using all available data, instruction for students is differentiated to allow for the greatest individual success.

Most grade level teams work together to create common assessments to offer the most valid tool.

Cleveland School utilizes a school wide grading system of A= 90-100, B= 80-89, C=70-79, D=60-69, and F=>59. CPS struggles with grading due to differentiation. A child can become successful at instructional level, however they still may be deficient when assessed at grade level. This creates discussion regarding assessment.

Students and parents have access to online portals that allows them up to date access to student grades, attendance and assignments.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	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

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The administration at Cleveland School has set the foundation to stimulate success and growth from both teachers and students. Teachers are provided materials to deliver rigorous lessons to challenge students daily. There is curriculum continuity which promotes a strong foundation for student success. Cleveland School has a rich culture due to administration decision making. Teachers hired have a diverse background, passion for teaching and a loyalty to the community.

Supports are also in place to ensure the school atmosphere reflects educational importance. Weekly team meetings are held to encourage continuity, collaboration and communication between grade levels. Mentor teachers support new teachers by assisting with the curriculum, providing a multitude of resources and feedback on lessons. In addition, the professional development is relevant to the needs of our school and presented by our own faculty members.

Cleveland School provides after school programs to encourage peer relationships, community involvement and academics. Throughout the school day, teachers have a variety of systems to encourage positive behavior including Dojo, clip system and classroom cardinal compliments.

Although the foundation and supports are in place, students report a lack in motivation. According to My School 5 Essential survey, students reported "weak" and "very weak" under the category School Culture and Climate. These topics include rigorous study habits, school connectedness, emotional health and grit. Based on the results of this data, Cleveland school is in need of an MTSS /social emotional team to create an environment which promotes respectful behavior, encourages perseverance and is based on the principle of high cognitive energy.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that

Score

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.

Cleveland school encourages all teachers, staff, and students to have positive interactions. All students are welcomed into the school as well as in their classrooms by their various teachers. Many of the teachers here have formed positive relationships not only with the students they currently have, but even with those whom they will have in the near future. Various grade level teams are already using a check-in, check-out method with their students to further enhance and solidify the relationships built. In the upper grades the students have the opportunity to earn Cardinal Cash for being caught doing the right thing. Cardinal Cash is turned in on a quarterly period and tallied up to also include an extra 45 minutes if a student has a clean discipline card for the quarter. Students then are given the opportunity to sign up for various activities over the course of 2 hours allowing peers to interact with each other outside the normal classroom routine. As a school wide incentive each month a character trait is celebrated. Teachers pass out a designated character trait to at least 5 students and they select 1 student of the month. At the end of the month an assembly is held to recognize those students for their achievement. In addition to the monthly character assembly, on a quarterly basis students are honored for their academic achievement as well.

Currently, there are some weakness in the areas of student-adult and adult-adult relationships.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

Through the After School All Stars Program students are given opportunities to further enhance not only their academic, but their social and emotional learning as well as presented opportunities to interact with the community. Some of the activities offered are Student Council/Student Government, CHOCO, Cleveland helps out the community through fund raising, and a Algebra Course. The Social Studies teachers provides students to engage with lawyers courtesy of Winston and Strawn who has a relationship with the constitutional rights foundation. Students take the My School My Voice Survey which is part of the 5 essentials to give the school feedback.

Currently Cleveland School does not incorporate civic engagements for the entire school. Grade levels teams do not collaborate across discipline to align and embed civic skills and content in curriculum.

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

Score

Based on the 5 essentials, students have indicated that they feel safe in the school and their classes, but less secure outside. To provide a frontline of security, Cleveland has 2 off duty Chicago Police officers stationed at the school front entrance throughout the day. They monitor visitors through a login process. Safety drills have been performed throughout the year in the event of a security breach. All students and staff have exhibited effective protocol during the drills. Having off duty police officers enables us a direct link to the 17th Police District since both officers have beats in the community.

Entrance and dismissal procedures are in place and staff monitor to ensure procedures are followed. An early breakfast has been instituted for our primary students. This allows teachers to transition to class and begin the day. The school pledge and announcements are executed daily at 8:10am to ensure a school wide indicator to the academic day. Students transition efficiently between classrooms to maximize class time. Many classes and grades are departmentalized and transfer between rooms seamlessly.

A positive attitude is the norm at Cleveland School. PBIS is utilized throughout the building to promote success for all students.. A system of Cardinal Compliments is in place to reward positive behavior. All staff are able to offer classroom compliments to rooms who are exhibiting positive behavior. When a classroom has received 10 Cardinal Compliments a morning "shout out" is given to that room. Additionally, character traits are awarded to each month and students who demonstrate those character qualities are recognized at a monthly assembly. Any staff member can recognize a student for being caught exhibiting positive behaviors.

School wide, teachers and staff reach out to parents to keep them abreast of their child's behavior. At the beginning of the school year, every family is given a CPS code of conduct handbook and access to the Cleveland School Parent Handbook. Most staff reinforces positive behavior to allow for maximum instruction time. Staff takes the time to emphasize proactive, instructive, and restorative approaches to student behavior. In some instances, office referrals are needed if there is a safety issue or if there is a strong disruption to the learning environment.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

The goal of Cleveland School is to insure that every student feels safe within our environment. The Administrative team has an ongoing relationship with teachers to collaborate about issues they may foresee impeding the learning process. We have a hands on approach when it comes to handling issues with our students. Students often engage in conversations with the Dean of Students to analyze a situation and determine what may be a solution to the issue at hand. Many times this may involve a conversation with their peers, teachers, etc. Our intention is to help students problem solve situations they may have created or found themselves involved in and determine what consequences are needed if any to resolve the matter. Less than 5% of Cleveland's population ever experience an out of school suspension; we strive to keep our students in school and actively engaged in learning.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested 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:

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

Score

1 2 **3** 4

Cleveland has established a non-threatening, environment that is warm, welcoming and inviting to all. We provide frequent opportunities for our families and the community to participate in, that promote social and emotional well-being, as well as academic growth. (i.e. BAC/PAC/PTO, city wide parent meetings, college and family workshops, Literacy Night, Math Night, Spring and Holiday performances, talent shows, movie night, Spa Days, Rummage Sales, volunteer opportunities and the end of the school year celebration. Any and all proceeds contribute to the purchase of materials for the school.

Teachers are encouraged to maintain updated grades in the Gradebook so that parents can be informed of their child's progress through the parent portal. A parent portal workshop was given in the beginning of the year to the parents to help them stay current with their student's grades.

Parents are offered various ways to communicate with the school staff and administration. (i.e. text messages, email, DOJO, letters, flyers and phone calls.) Parent communication needs are met as Cleveland has a warm and welcoming bilingual clerk in the office who is always willing to help.

According to the My Voice, My School Survey in the parent involvement section we scored Neutral. We were on the borderline at 56%. Despite efforts to promote and maintain an open door policy and provide various opportunities for families and community involvement, we need to continue to work harder to reach out to families.

Although Cleveland offers many opportunities for parent and community involvement, we need to improve by building stronger relationships, developing new ideas and activities to better reach all families.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

4 Culture of & Structure for Continuous Improvement: Aligned Resources

1 2 3 4 5

4 Culture of & Structure for Continuous Improvement: Instructional Leadership Team

1 2 3 4 5

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				
We expect a 10% rise in scores each year based on focused work around vocabulary and cognitive demand.	80.00	60.00	66.00	72.00
National School Growth Percentile - Math				
We expect a 10% rise in scores each year based on a change to Common Core Curriculum and enhanced teaching strategies.	58.00	72.00	79.00	85.00
% of Students Meeting/Exceeding National Ave Growth Norms				
We expect a 5% rise in scores based on a common core curriculum.	59.60	(Blank)	64.60	70.60
African-American Growth Percentile - Reading				
We expect a rise in sub-group score based on a common core curriculum and enhance teaching strategies.	(Blank)	(Blank)	66.00	72.00
Hispanic Growth Percentile - Reading				
We expect a 10% rise in scores each year based on focused work around vocabulary and cognitive demand. In addition one of our goals will include language objectives.	82.00	50.00	55.00	61.00
English Learner Growth Percentile - Reading				
We expect a rise in scores each year based on focused work around vocabulary and cognitive demand. In addition one of our goals will include language objectives.	(Blank)	15.00	20.00	30.00
Diverse Learner Growth Percentile - Reading				
We expect a rise in scores each year based on focused work around vocabulary and cognitive demand	1.00	14.00	25.00	40.00
African-American Growth Percentile - Math				
We expect a rise in sub-group score based on a common core curriculum and enhance teaching strategies.	(Blank)	(Blank)	79.00	85.00
Hispanic Growth Percentile - Math				
We expect a 10% rise in scores each year based on a change to Common Core Curriculum and enhanced teaching strategies.	48.00	67.00	75.00	82.00
English Learner Growth Percentile - Math				
We expect a 10% rise in scores each year based on a change to Common Core Curriculum and enhanced teaching strategies.	(Blank)	70.00	77.00	85.00
Diverse Learner Growth Percentile - Math				

We expect a 10% rise in scores each year based on a change to Common Core Curriculum and enhanced teaching strategies.

1.00

86.00

88.00

90.00

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

We expect a 10% rise in scores each year based on a change to Common Core Curriculum and enhanced teaching strategies. IN addition we expect our work around cognitive demand and vocabulary to contribute to a rise in scores.

53.00

57.00

62.00

70.00

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

We expect a 10% rise in scores each year based on a change to Common Core Curriculum and enhanced teaching strategies. IN addition we expect our work around cognitive demand and vocabulary to contribute to a rise in scores.

69.00

77.00

85.00

88.00

National School Attainment Percentile - Reading (Grade 2)

We expect a 10% rise in scores each year based on a change to Common Core Curriculum and enhanced teaching strategies. IN addition we expect our work around cognitive demand and vocabulary to contribute to a rise in scores.

70.00

71.00

78.00

85.00

National School Attainment Percentile - Math (Grade 2)

We expect a 10% rise in scores each year based on a change to Common Core Curriculum and enhanced teaching strategies. IN addition we expect our work around cognitive demand and vocabulary to contribute to a rise in scores.

58.00

71.00

78.00

85.00

% of Students Making Sufficient Annual Progress on ACCESS

We expect a 10% rise in scores each year based on focused work around vocabulary and cognitive demand. In addition one of our goals will include language objectives.

42.50

41.40

50.00

55.00

Average Daily Attendance Rate

We expect a rise in scores with the addition of an SEL goal that had an attendance component.

95.30

95.20

96.00

97.00

My Voice, My School 5 Essentials Survey

We expect improved 5 essentials scores based on our SEL strategies

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

Model and Integrate universal SEL instruction in every classroom

...then we see...

teachers executing a positive social/emotional learning environment throughout the school and students exhibiting improved social/emotional skills.

...which leads to...

an increase in positive school climate on the My Voice My School survey and attendance improvement.

Tags:

Attendance, Climate and Culture, School climate, Communication, Growth mindset, Responsive classroom, Behavior supports, Sel mtss

Area(s) of focus:

3, 2

Action step

Responsible

Timeframe

Evidence for status

Status

Present SEL Social/Emotional Standards school-wide	School Counselor/School Social Worker/Case Manager	Aug 22, 2016 to Sep 9, 2016	Staff attended a school-wide professional development for Calm Classroom. Teachers were also provided the SEL state standards as well as techniques to use within their classrooms as part of Calm Classroom Grant.	On-Track
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SEL, Professional development, Sel mtss, Standards

Purchase read alouds that integrate SEL standards into the literacy curriculum	Reading Coach Interventionist Administration SEL Teacher	May 4, 2016 to Jun 3, 2016	SEL library has been provided. Teachers are integrating these books as part of our balanced literacy program.	On-Track
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Literacy/Reading, Climate and Culture, SEL, Communication, Behavior supports

Support lead teachers in a "domino model" to integrate the SEL standards into literacy.	Reading Coach Interventionist School Counselor	Sep 26, 2016 to Nov 25, 2016	SEL teacher is implementing on a weekly basis read alouds.	On-Track
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Literacy/Reading, SEL, Sel mtss, Standards

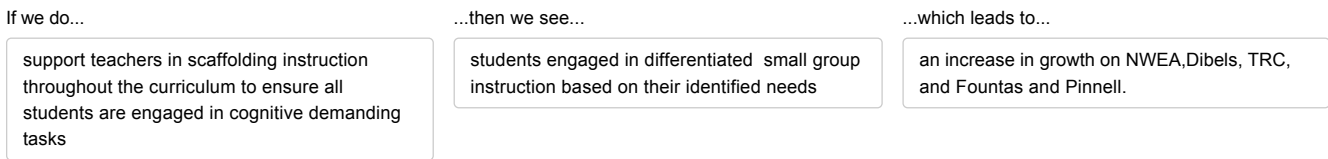
Attend Responsive Classroom and Designated SEL program PDs and present back to the staff	Lead Teachers Staff	Aug 1, 2016 to Sep 30, 2016	Lead teachers attended week long workshop and shared out with staff during the first week of school. Teachers are implementing responsive strategies in their classrooms.	Completed
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Professional Learning, Climate and Culture, SEL, Professional development

Create an enrichment block for students in order to reinforce SEL skills and promote positive school culture.	Counselor Designated Teacher	Aug 31, 2015 to Jun 17, 2016	A SEL class has been created for all students to attend on weekly basis. Class reinforces SEL state standards and promotes literacy within these standards.	Completed
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SEL, Communication

Strategy 2



Tags: Diverse Learners, Teacher Teams/Collaboration, ILT, Differentiated instruction, Planning, Assessments, Cognitive demand, Academic expectations, Balanced grading and assessment, Accountability, Co-teaching, Observations, Coaching, Administration, Instructional strategy, Academic supports, Formative assessment, Authentic tasks, Approaches to teaching and learning, Achievement, Tier 1, Backwards design, Academic rigor, Analysis, Common planning time, EI learners

Area(s) of focus: 2

Collect and Review Spring 2016 NWEA and MCLASS data	Reading Coach/SPED teachers/Bilingual Lead Teacher/Administration	Jun 17, 2016 to Jun 30, 2016	Data binder created, analyzed and shared with teachers.	Completed
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Diverse Learners, Tier 2 & 3, Assessments, Academic expectations, Data analysis, EI learners

Survey teachers to determine their current use of scaffolding for cognitive demanding tasks	Reading Coach/ILT members	Jun 1, 2016 to Jun 17, 2016	Results of survey were presented to ILT and an action plan was discussed based on results.	Completed
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Data analysis, Teacher reflection, Survey

Present data and expectations from school data and NWEA.	ILT Reading Coach Administration	Aug 22, 2016 to Sep 9, 2016	Data was presented to ILT. ILT shared data and outcomes with grade level team members.	Completed
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Diverse Learners, Nwea, Data tracking, Data driven instruction, Data planning, EI learners

Revise literacy units based on professional learning with an emphasis on EL/Diverse Learners (Revise a portion of the unit)	Administration Reading Coach SPED Teachers Bilingual Lead Teacher Team Leaders	Oct 13, 2016 to Jun 15, 2018	Lead teachers attended 5 sessions of professional development on the use of the WIDA standards. Lead teachers are collaborating with classroom teachers in revising units to adhere to the WIDA standards.	On-Track
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Diverse Learners, Teacher Teams/Collaboration, Planning, Instructional planning, Ubd, EI learners

Coach targeted grade levels based on data (ACCESS, NWEA, MClass and BAS)	Reading Coach Bilingual Lead Math Lead Administration	Aug 22, 2016 to Jun 16, 2017	Data is reviewed and analyzed by administration, MTSS team, reading coach and lead teachers. Based on the data, low performing grade levels are collaborating with the reading coach, MTSS team and administration.	On-Track
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Diverse Learners, Instructional Coaching, Wida, Data analysis, Collaboration, EI learners

Create or update personal learning plans for five "at-risk" students in each classroom.	Teachers Administration Reading Coach Bilingual Lead Teacher MTSS team	Aug 22, 2016 to Jun 9, 2017	Grade level teams meet biweekly to discuss interventions and progress monitoring.	On-Track
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Diverse Learners, Attendance, Personalized Learning, Tier 2 & 3, Assessments, Behavior plans

Conduct walk-throughs for small group differentiated instruction	Administration	Oct 3, 2016 to Jun 9, 2017	Not yet started	Not started
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Diverse Learners, Differentiated instruction, Lesson planning, Wida, Small group instruction, EI learners

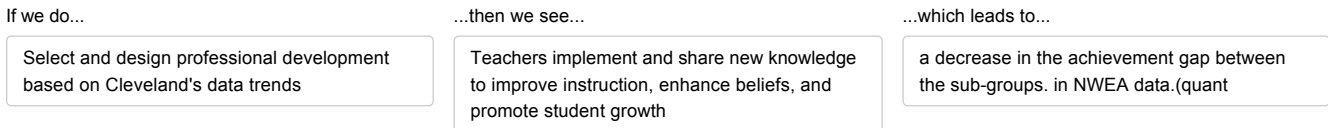
Document best practices from learning walks to enhance instruction for all learners	Administration Teachers Reading Coach Bilingual lead	Oct 3, 2016 to Mar 26, 2017	Not Yet Started	Not started
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Diverse Learners, Professional Learning, Differentiated instruction, Collaboration, EI learners

Support teachers to analyze on a variety of student work during grade level team meetings to determine student needs	Administration Reading Coach Bilingual Lead Teachers	Sep 5, 2016 to Nov 25, 2016	Student work is analyzed to identify student needs. Teachers collaborate with the reading coach, MTSS team, bilingual lead and administration to determine an action plan.	On-Track
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Diverse Learners, Assessment, Professional Learning, Teacher Teams/Collaboration, Student tasks, Student achievement, Student expectations, Analysis, EI learners

Strategy 3



Tags: Diverse Learners, Professional Learning, Climate and Culture, Professional development, Communication, Cognitive demand, Responsive classroom, Collaboration, Small group instruction, EI learners, Implementation

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

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Attend a Responsive Classroom and designated SEL program PD and present to staff	Lead Teachers Staff	Aug 5, 2016 to Sep 5, 2016	Lead teachers went to a week long responsive PD and shared new learning with staff in August.	Completed

Professional development, Communication, Responsive classroom

Lead a PD for teachers on school-wide results and expectations based on all school data	Administration Teachers	Aug 22, 2016 to Sep 9, 2016	Led teacher on BOY data during the first days of school. Moy data has been presented and discussed in grade-level meetings.	On-Track
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Diverse Learners, Data, Nwea, Data driven instruction, Data planning

Attend ongoing PD as partners of Language Matters with Loyola University, in hopes of becoming a dual language school. (Revision, language Matters was not offered this year)	Bilingual Lead Bilingual Classroom Teachers Lead Teachers	Sep 16, 2016 to Jun 15, 2017	Bilingual lead and reading specialist are currently attending all EL PD's offered by the network on EL's and WIDA Standards.	On-Track
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Dual Language, Bilingual, Professional development, EI learners

Facilitate vertical collaboration as part of a targeted learning cycle. We will focus on differentiated instruction to support cognitive demand.

Teachers
ILT
Administration

Oct 1, 2016 to
Mar 31, 2017

In an effort to align EL learning, lead teachers have attended a 5 session PLC on WIDA standards. This WIDA PLC demonstrated how to analyze ELP data to plan for individual instruction. Utilizing the WIDA Can Do Descriptors will support cognitive demanding tasks for our diverse learners.

On-Track

Diverse Learners, Ccss, Assessments, Cognitive demand, Academic expectations, Wida, Academic supports, Collaboration

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Present SEL Social/Emotional Standards school-wide Tags: Attendance, Climate and Culture, School climate, Communication, Growth mindset, Responsive classroom, Behavior supports, Sel mtss, SEL, Professional development, Sel mtss, Standards</p>	School Counselor/School Social Worker/Case Manager	Aug 22, 2016	Sep 9, 2016	On-Track
<p>✚ Purchase read alouds that integrate SEL standards into the literacy curriculum Tags: Attendance, Climate and Culture, School climate, Communication, Growth mindset, Responsive classroom, Behavior supports, Sel mtss, Literacy/Reading, Climate and Culture, SEL, Communication, Behavior supports</p>	Reading Coach Interventionist Administration SEL Teacher	May 4, 2016	Jun 3, 2016	On-Track
<p>✚ Support lead teachers in a "domino model" to integrate the SEL standards into literacy. Tags: Attendance, Climate and Culture, School climate, Communication, Growth mindset, Responsive classroom, Behavior supports, Sel mtss, Literacy/Reading, SEL, Sel mtss, Standards</p>	Reading Coach Interventionist School Counselor	Sep 26, 2016	Nov 25, 2016	On-Track
<p>✚ Attend Responsive Classroom and Designated SEL program PDs and present back to the staff Tags: Attendance, Climate and Culture, School climate, Communication, Growth mindset, Responsive classroom, Behavior supports, Sel mtss, Professional Learning, Climate and Culture, SEL, Professional development</p>	Lead Teachers Staff	Aug 1, 2016	Sep 30, 2016	Completed
<p>✚ Create an enrichment block for students in order to reinforce SEL skills and promote positive school culture. Tags: Attendance, Climate and Culture, School climate, Communication, Growth mindset, Responsive classroom, Behavior supports, Sel mtss, SEL, Communication</p>	Counselor Designated Teacher	Aug 31, 2015	Jun 17, 2016	Completed
<p>✚ Collect and Review Spring 2016 NWEA and MCLASS data Tags: Diverse Learners, Teacher Teams/Collaboration, ILT, Differentiated instruction, Planning, Assessments, Cognitive demand, Academic expectations, Balanced grading and assessment, Accountability, Co-teaching, Observations, Coaching, Administration, Instructional strategy, Academic supports, Formative assessment, Authentic tasks, Approaches to teaching and learning, Achievement, Tier 1, Backwards design, Academic rigor, Analysis, Common planning time, El learners, Diverse Learners, Tier 2 & 3, Assessments, Academic expectations, Data analysis, El learners</p>	Reading Coach/SPED teachers/Bilingual Lead Teacher/Administration	Jun 17, 2016	Jun 30, 2016	Completed
<p>✚ Survey teachers to determine their current use of scaffolding for cognitive demanding tasks Tags: Diverse Learners, Teacher Teams/Collaboration, ILT, Differentiated instruction, Planning, Assessments, Cognitive demand, Academic expectations, Balanced grading and assessment, Accountability, Co-teaching, Observations, Coaching, Administration, Instructional strategy, Academic supports, Formative assessment, Authentic tasks, Approaches to teaching and learning, Achievement, Tier 1, Backwards design, Academic rigor, Analysis, Common planning time, El learners, Data analysis, Teacher reflection, Survey</p>	Reading Coach/ILT members	Jun 1, 2016	Jun 17, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ Present data and expectations from school data and NWEA. Tags: Diverse Learners, Teacher Teams/Collaboration, ILT, Differentiated instruction, Planning, Assessments, Cognitive demand, Academic expectations, Balanced grading and assessment, Accountability, Co-teaching, Observations, Coaching, Administration, Instructional strategy, Academic supports, Formative assessment, Authentic tasks, Approaches to teaching and learning, Achievement, Tier 1, Backwards design, Academic rigor, Analysis, Common planning time, EI learners, Diverse Learners, Nwea, Data tracking, Data driven instruction, Data planning, EI learners</p>	ILT Reading Coach Administration	Aug 22, 2016	Sep 9, 2016	Completed
<p>✦ Revise literacy units based on professional learning with an emphasis on EL/Diverse Learners (Revise a portion of the unit) Tags: Diverse Learners, Teacher Teams/Collaboration, ILT, Differentiated instruction, Planning, Assessments, Cognitive demand, Academic expectations, Balanced grading and assessment, Accountability, Co-teaching, Observations, Coaching, Administration, Instructional strategy, Academic supports, Formative assessment, Authentic tasks, Approaches to teaching and learning, Achievement, Tier 1, Backwards design, Academic rigor, Analysis, Common planning time, EI learners, Diverse Learners, Teacher Teams/Collaboration, Planning, Instructional planning, Ubd, EI learners</p>	Administration Reading Coach SPED Teachers Bilingual Lead Teacher Team Leaders	Oct 13, 2016	Jun 15, 2018	On-Track
<p>✦ Coach targeted grade levels based on data (ACCESS, NWEA, MClass and BAS) Tags: Diverse Learners, Teacher Teams/Collaboration, ILT, Differentiated instruction, Planning, Assessments, Cognitive demand, Academic expectations, Balanced grading and assessment, Accountability, Co-teaching, Observations, Coaching, Administration, Instructional strategy, Academic supports, Formative assessment, Authentic tasks, Approaches to teaching and learning, Achievement, Tier 1, Backwards design, Academic rigor, Analysis, Common planning time, EI learners, Diverse Learners, Instructional Coaching, Wida, Data analysis, Collaboration, EI learners</p>	Reading Coach Bilingual Lead Math Lead Administration	Aug 22, 2016	Jun 16, 2017	On-Track
<p>✦ Create or update personal learning plans for five "at-risk" students in each classroom. Tags: Diverse Learners, Teacher Teams/Collaboration, ILT, Differentiated instruction, Planning, Assessments, Cognitive demand, Academic expectations, Balanced grading and assessment, Accountability, Co-teaching, Observations, Coaching, Administration, Instructional strategy, Academic supports, Formative assessment, Authentic tasks, Approaches to teaching and learning, Achievement, Tier 1, Backwards design, Academic rigor, Analysis, Common planning time, EI learners, Diverse Learners, Attendance, Personalized Learning, Tier 2 & 3, Assessments, Behavior plans</p>	Teachers Administration Reading Coach Bilingual Lead Teacher MTSS team	Aug 22, 2016	Jun 9, 2017	On-Track
<p>✦ Conduct walk-throughs for small group differentiated instruction Tags: Diverse Learners, Teacher Teams/Collaboration, ILT, Differentiated instruction, Planning, Assessments, Cognitive demand, Academic expectations, Balanced grading and assessment, Accountability, Co-teaching, Observations, Coaching, Administration, Instructional strategy, Academic supports, Formative assessment, Authentic tasks, Approaches to teaching and learning, Achievement, Tier 1, Backwards design, Academic rigor, Analysis, Common planning time, EI learners, Diverse Learners, Differentiated instruction, Lesson planning, Wida, Small group instruction, EI learners</p>	Administration	Oct 3, 2016	Jun 9, 2017	Not started
<p>✦ Document best practices from learning walks to enhance instruction for all learners Tags: Diverse Learners, Teacher Teams/Collaboration, ILT, Differentiated instruction, Planning, Assessments, Cognitive demand, Academic expectations, Balanced grading and assessment, Accountability, Co-teaching, Observations, Coaching, Administration, Instructional strategy, Academic supports, Formative assessment, Authentic tasks, Approaches to teaching and learning, Achievement, Tier 1, Backwards design, Academic rigor, Analysis, Common planning time, EI learners, Diverse Learners, Professional Learning, Differentiated instruction, Collaboration, EI learners</p>	Administration Teachers Reading Coach Bilingual lead	Oct 3, 2016	Mar 26, 2017	Not started
<p>✦ Support teachers to analyze on a variety of student work during grade level team meetings to determine student needs Tags: Diverse Learners, Teacher Teams/Collaboration, ILT, Differentiated instruction, Planning, Assessments, Cognitive demand, Academic expectations, Balanced grading and assessment, Accountability, Co-teaching, Observations, Coaching, Administration, Instructional strategy, Academic supports, Formative assessment, Authentic tasks, Approaches to teaching and learning, Achievement, Tier 1, Backwards design, Academic rigor, Analysis, Common planning time, EI learners, Diverse Learners, Assessment, Professional Learning, Teacher Teams/Collaboration, Student tasks, Student achievement, Student expectations, Analysis, EI learners</p>	Administration Reading Coach Bilingual Lead Teachers	Sep 5, 2016	Nov 25, 2016	On-Track
<p>✦ Attend a Responsive Classroom and designated SEL program PD and present to staff Tags: Diverse Learners, Professional Learning, Climate and Culture, Professional development, Communication, Cognitive demand, Responsive classroom, Collaboration, Small group instruction, EI learners, Implementation, Professional development, Communication, Responsive classroom</p>	Lead Teachers Staff	Aug 5, 2016	Sep 5, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ Lead a PD for teachers on school-wide results and expectations based on all school data</p> <p>Tags: Diverse Learners, Professional Learning, Climate and Culture, Professional development, Communication, Cognitive demand, Responsive classroom, Collaboration, Small group instruction, EI learners, Implementation, Diverse Learners, Data, Nwea, Data driven instruction, Data planning</p>	Administration Teachers	Aug 22, 2016	Sep 9, 2016	On-Track
<p>✦ Attend ongoing PD as partners of Language Matters with Loyola University, in hopes of becoming a dual language school. (Revision, language Matters was not offered this year)</p> <p>Tags: Diverse Learners, Professional Learning, Climate and Culture, Professional development, Communication, Cognitive demand, Responsive classroom, Collaboration, Small group instruction, EI learners, Implementation, Dual Language, Bilingual, Professional development, EI learners</p>	Bilingual Lead Bilingual Classroom Teachers Lead Teachers	Sep 16, 2016	Jun 15, 2017	On-Track
<p>✦ Facilitate vertical collaboration as part of a targeted learning cycle. We will focus on differentiated instruction to support cognitive demand.</p> <p>Tags: Diverse Learners, Professional Learning, Climate and Culture, Professional development, Communication, Cognitive demand, Responsive classroom, Collaboration, Small group instruction, EI learners, Implementation, Diverse Learners, Ccss, Assessments, Cognitive demand, Academic expectations, Wida, Academic supports, Collaboration</p>	Teachers ILT Administration	Oct 1, 2016	Mar 31, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

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.

At the start of each school year a PAC is formed. The PAC meets monthly with the principal and members of the school team to discuss the development of and review the CWIP.

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

The Annual Informational Meeting will be held on Friday, September 23, 2016 to inform parents of the schools participation in NCLB, Title 1 programs is held each September at the start of our Open House. Our Organizational Meeting will be held on Friday, October 21, 2016 at this time the schedule for PAC meetings and election of officers will be discussed with the parents. The dates & times are set at the Organizational Meeting with the help of the parents involved in the PAC. A flyer is also sent home 7 days prior to each meeting inviting all to attend.

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.

We hold an annual meeting about the school's Title 1 program. At this time the curriculum, assessment, and the expected proficiency levels are explained to parents and the community.

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.

The suggestions from the school Parent Advisory Council are communicated to the principal who shares them with the administrative team, ILT and/or the Local School Council. These suggestions are taken under advisement, discussed and acted upon if appropriate.

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.

A one page report for each individual students is sent home and/or handed out to each parent in the beginning of the school year.

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

A letter notifying parents about the NCLB status of a teacher who is not highly qualified is mailed to each student's house.

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.

Parent meetings are held on a monthly basis to discuss NCLB topics which include state and common core standards, state achievement standards, local and state assessments and the requirements of Title 1. A general parent meeting is held at the beginning of each school year during Open House which also addresses these topics.

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.

Parent classes and information sessions are held each month. A flyer is sent home as an invitation to these meetings. In addition, the school hosts Literacy, Math, and Science nights throughout the school year. These nights are to provide resources to parents. and train them on how to help thier children in the various subjects.

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.

We include how to reach out to, communicate with and work with parents as equal partners as part of our staff handbook. We have professional development on this topic at the beginning of each 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.

The preschool program at Cleveland School includes parent programs and activities. These programs are scheduled for the first three days of school and repeated on various Friday's throughout the year.

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 communication sent to parents is in English and Spanish.

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.)

Cleveland School working with parents and community is committed to providing each student a diverse education in a safe, supportive environment that promotes self discipline, motivation, and excellence in learning. The Cleveland community will educate students to meet the challenges of society by providing excellent achievement opportunities, emphasizing reading and mathematics and preparing our students to be college and career ready.

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.

Cleveland School working with parents and community is committed to providing each student a diverse education in a safe, supportative enviornment that promotes self discipline, motivation, and excellence in learning. The Cleveland community will educate

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 receive report cards 4 times a year at the end of the quarter and a progress report 4 times a years at mid quarter. In addition, parents can access students grades on the "Parent Portal"

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

The staff is available to meet with parents everyday by appointment. In addition every staff member has an e-mail address that parents can access.

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.

Each year a volunteer form is sent home to parents with various activities that they can volunteer for which include classroom activities. Once this form is returned we create a volunteer list and coordinate the activities.

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

Parents have a responsibility to get their children to school on time and on a regular basis. If children are going to be absent a call to the attendance clerk is required. Homework is assigned on a daily basis. Students write their homework down in an agenda book, parents are required to sign off on homework once it is completed.

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 can consult with the school by making an appointment, leaving a voice mail or e-mailing any staff member they want to consult with. All our information is on our website and sent home at the beginning of each school year.

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 share the responsibility for improved academic achievement therefore we encourage and speak to the students about good attendance, a positive attitude and being prepared for class.

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.

Cleveland's goal is to increase parent participation in all areas of school. This would include academics as well as community involvement, by doing this we will increase student achievement. We will offer parenting classes that include language acquisition.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 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.	\$ 390 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 200 .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.	\$ 900 .00
53510	Postage Must be used for parent involvement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 1401 .00

