



DeWitt Clinton Elementary School (/school-plans/96) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/25/2016	ILT/ Administration/ Counselor	School Excellence Framework overview and plans
01/27/2016	Administration/CIWP Parent/ Parents & Community members	CIWP updates and progress/ Parent feedback form

**Leadership & Collective Responsibility:**

Score

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

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Teachers have high levels of autonomy for their own instruction and are given supports by leadership to meet goals. A clear vision has been developed by the school community. Through IDT meetings, teachers take responsibility for their own and their colleagues students' success. There is transparency from the administration, the ILT, and IDT through meetings, agendas, and minutes.

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

**Instructional Leadership Team:**

Score

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

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The ILT focuses exclusively on classroom instruction and developing programs and practices to improve the quality of teaching in the entire school. The ILT is comprised of faculty members that reflects the staff. Minutes from meetings are immediately shared with the faculty and reviewed at weekly IDT meetings. The ILT uses current and relevant data to support their suggestions for school initiatives and improvements.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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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Grade level teachers have a common prep everyday and meet weekly to use data to guide their instruction and learning. Teachers attend outside PD and then report their new learning to the faculty. Teachers are given support to improve on school priorities through outside coaching such as CLI. New teachers are inducted into the school community through a mentor program and mentor teachers.

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

### Aligned Resources:

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

### Score

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Resources align to increase student achievement in all subject areas. The majority of the budget is spent on classroom teachers leading to smaller class sizes, especially in primary grades. Materials are purchased to support areas of needed improvement such as Fountas and Pinnell, FOSS/SEPUP kits, Lucy Calkins, GO Math!, and several digital subscriptions. Community resources are brought in through outside grants to fund before and after school programs for students. The master schedule reflects the recognition of common planning time and developmentally appropriate schedules for students.

## 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
Measures	✓ 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	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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

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The curriculum is aligned to CCSS and the content frameworks for literacy in grades K-8. Primary and intermediate grades are now using the MS mathematics alignment to backwards plan to ensure all students are prepared to excel in algebra by eighth grade. Tier one curriculum for social emotional learning is in place at all grade levels along with social emotional progress reports. Content is differentiated appropriately for EL and DL students with dedicated teams of teachers to push in to classes. One-to-one Chromebooks for students in grades 5-8 and laptop carts for grades K-4 allow for students to share information and use digital resources.

## 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&rcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### 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

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Students and teachers have wide variety of materials to support and enhance their instruction and learning. Technology is abundant in the school and utilized to differentiate and accelerate instruction for students. Examples of instructional materials include: Second step curriculum, Fountas and Pinnell assessment kits, guided reading library, FOSS/SEPUP science kits, Laptop/iPad carts, one-to-one Chromebooks, Promethean boards, IXL, Raz-Kids, Compass Learning, NewsELA, Brainpop, and CLI coaches.

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) –**

**for conveying conceptual knowledge.**

- Students interact with instructional materials to engage all modalities in the learning process.
- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

**Evidence, Measures, and Standards**

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

**Rigorous Student Tasks:**

Score

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)

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All faculty members believe that all students can learn and create a learning environment conducive to this belief. Teachers examine tasks for rigor and complexity through weekly IDT meetings and data driven inquiry cycles. Student work is reviewed in meetings and through hallway walks with rubrics targeted at standards alignment and rigor. Projects such as a school-wide science fair, history fair, and integrated unit of study with the CSO allow students to understand how their work is reflected in the real world.

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

### Transitions, College & Career Access & Persistence:

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

Score

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All eighth grade students take high school algebra and sit for the algebra exit exam to begin high school at a higher level math course. Middle school teachers work closely with students and families to review options for high school placement and assist in filling out applications for selective enrollment, IB, and military schools. Kindergarten teachers host an orientation for students to create a successful transition into full day school schedule. Teachers have input on the placement of students for the following school year using qualitative and quantitative data. Diverse and English learners work closely with their teachers to monitor their progress and reach their target goals.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. Establishing a Culture for Learning</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 3 4

Teachers plan for their instruction and differentiate and scaffold to meet the needs of all students. Students are engaged in standards based tasks. Teachers analyze data through common formative assessments to reflect on their instruction, receive feedback from peers, and reteach content and skills that have not yet been mastered. To continue to improve, teachers focus on their level of questioning and are working towards using higher order questions (Bloom's).

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

### Multi-Tiered System of Support:

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

Score

1 2 **3** 4

Tier 1 supports for both academic and social emotional learning is consistent and successful for staff and students. Using the Second Step curriculum on the same day each week has brought a sense of community to the school culture. Social emotional progress reports also support tier 1 SEL instruction and monitoring. Tier 2 & 3 supports are in the process of being implemented by the staff. Small group discussions between students and related service providers have begun. The school's counselor and social worker are working with teachers to develop systems of supports for tier two and three students.

### 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
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

Score

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.

1 2 3 4

Multiple measure of assessing students progress are in place through teacher created and standardized assessments (ACCESS, NWEA, PARCC, DML). Teacher created common assessments are standards based and are developed with the input of the team to ensure horizontal alignment. Teachers are working toward more consistent grading policies and procedures across grade levels and varying the types of assessments that are offered to students. Teachers are also continuing to refine how they use new assessment data, such as Fountas and Pinnell running records, to support grouping of students and differentiated instruction.

### Guide for Balanced Assessment & Grading

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

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

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

1 2 3 4

Teachers create a culture of learning for all students. Students and teachers are excited to be at school each day and create individual goals for improvement. All teachers work collaboratively to provide the necessary differentiated instruction to support students and their current instructional levels. Students take responsibility for their own learning and are given tools to practice skills with peers and on their own.

## 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	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

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

Score

1 2 3 4

Teachers consistently work collaboratively and treat each other with trust and respect. New faculty members have supports to lean on through the mentor program. Teachers know their students personally to help find out preferred learning styles and what motivates them. Morning meetings, calm classroom, brain breaks, and Second Step lessons all build the relationships between students to create a welcoming environment within the school.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.

- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

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

### Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Students are given many opportunities to contribute to community programs and showcase their learning. Science and history fair encourage students to share work outside the Clinton community. The Community School Initiative offers a plethora of before and after school activities including math and reading enrichment, hip-hop, drama, music, chess, and debate. Students often perform for their peers, parents and community members. Students participate in several athletic programs in all three seasons. The middle school student council plans events for the school to promote civic engagement and life.

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

### Safety & Order:

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

Score

1 2 3 4

The school places safety as its first priority which has led to an environment where students are welcomed into the school and have a safe learning environment. Clear and established entry, exit, and hallway procedures creates a sense of order and security staff are on hand to manage the few disruptions that may occur. The office staff clearly communicates with teachers to keep all staff safe and informed.

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

**Restorative Approaches to Discipline:**

Score

1 2 3 4

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.

Discipline is handled proactively with school-wide initiatives such as Second Step and Calm Classroom. Teachers approach discipline with positively framed language and use the social emotional lessons to reinforce expected behaviors. The faculty attempts to understand the root cause of behaviors in order to create plans to remediate any issues and make plans for the future. Teachers, office staff, the counselor and administrators communicate with parents to provide supports and keep them informed of student behavior.

**Guide for Restorative Approaches to Discipline**

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

**Evidence, Measures, and Standards**

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

**Parent Partnership:**

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging



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

There are several opportunities for parents to become involved with the school. Teachers are in constant communication with parents via newsletters, emails, or personal conferences. Parents are given access to student digital accounts so they can work with children at home to practice skills covered in the classroom. The school's PAC, BAC, and CSI grant offer programs and presentations that meet the needs of the community such as adult ESL classes, fitness classes, bully prevention, and online safety. Parents are encouraged to participate in several school functions such as: summer volunteer projects, monthly principal coffee meetings, LSC meetings, writer's workshop celebrations, field trip chaperones, musical performance, and science/history fair judging.

## 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	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

0 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
(Blank)	94.00	89.00	(Blank)	(Blank)
<b>National School Growth Percentile - Math</b>				
(Blank)	92.00	97.00	(Blank)	(Blank)

% of Students Meeting/Exceeding National Ave Growth Norms

(Blank)	67.40	(Blank)	(Blank)	(Blank)
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**African-American Growth Percentile - Reading**

(Blank)	83.00	50.00	(Blank)	(Blank)
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**Hispanic Growth Percentile - Reading**

(Blank)	82.00	80.00	(Blank)	(Blank)
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**English Learner Growth Percentile - Reading**

(Blank)	86.00	55.00	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Reading**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**African-American Growth Percentile - Math**

(Blank)	73.00	96.00	(Blank)	(Blank)
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**Hispanic Growth Percentile - Math**

(Blank)	85.00	96.00	(Blank)	(Blank)
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**English Learner Growth Percentile - Math**

(Blank)	98.00	89.00	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Math**

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

(Blank)	69.00	73.00	(Blank)	(Blank)
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**National School Attainment Percentile - Math (Grades 3-8)**

(Blank)	91.00	95.00	(Blank)	(Blank)
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**National School Attainment Percentile - Reading (Grade 2)**

(Blank)	86.00	89.00	(Blank)	(Blank)
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**National School Attainment Percentile - Math (Grade 2)**

(Blank)	95.00	97.00	(Blank)	(Blank)
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**% of Students Making Sufficient Annual Progress on ACCESS**

(Blank)	44.80	48.30	53.00	58.00
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**Average Daily Attendance Rate**

(Blank)	95.70	95.60	97.10	97.10
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**My Voice, My School 5 Essentials Survey**

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

refine our Common Core aligned literacy units by adding language standards, an authentic student portfolio of assessments and interdisciplinary connections...

our students making more meaningful connections between literacy and all subjects from year to year

a more balanced, integrated and engaging approach to literature preparing our students for high school, college and career readiness.

Tags:  
Literacy

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

Action step

Responsible

Timeframe

Evidence for status

Status

K-3 teachers will continue CLI coaching on best guided reading and literacy practices.

All K-3 teachers

May 6, 2016 to Jun 15, 2018

Student growth of 4 reading levels per year on F&P benchmark assessments

On-Track

**Literacy/Reading**

Teachers will be given professional development on ways to integrate one-on-one technology into the classroom. Teachers will be given the opportunity to observe a classroom that already has one-on-one literacy integration.

All K-5 teachers

Aug 28, 2016 to Jan 7, 2017

-Implementation of the technology in classrooms  
- PD Agendas

On-Track

**Technology**

A utilization and check out system will be created in order to best use Guided Reading materials. Teachers will be expected to check out books to serve a minimum of 10 groups a week.

K-3 teachers

Aug 28, 2016 to Jun 15, 2018

Evidence will be seen through 4 levels of growth on the F&P assessment.  
- Check out system and protocols

Not started

**Literacy curriculum**

Teachers will create a calendar aligning Lucy Calkins units within current Literacy Units.

All teachers

Aug 28, 2016 to Jun 15, 2018

Evidence will be seen by the creation of the calendar, the implementation of the aligned units and writing celebrations.

Not started

**Writing**

Support to assist and help develop Guided Reading strategies, procedures and scaffolded instruction meeting students needs through Guided Reading and Literature Circles	All teachers	Aug 28, 2016 to Jun 15, 2018	Professional development, peer observations and allowing opportunities to form mentor relationships.	On-Track
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**Literacy/Reading**

Literature circles that are aligned with literacy units and are intentionally skill based, knowledge based, and allow opportunity for students to make real life connections across disciplines and enhance cooperative learning practice	6-8 grade teachers	Jan 8, 2017 to Jun 15, 2018	Lesson plans, classroom observations	On-Track
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**Literacy/Reading**

Integration of social science and literacy standards, focusing on nonfiction texts.	All teachers	Aug 28, 2016 to Jun 15, 2018	Lesson plans showing the intentional integration of literacy and social studies. History Fair projects will also be evidence of integration.	On-Track
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**Integration**

Utilizing EL strategies and supports to differentiate instruction in an inclusion setting.	All teachers	Aug 28, 2016 to Jun 15, 2018	Differentiation strategies for EL students included in unit plans.	On-Track
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**English Learners**

Include intentional use of Common Core Language Standards within existing Literacy Units.	All teachers	Aug 28, 2016 to Jun 15, 2018	Grammar conventions and vocabulary aligned with Common Core Language Standard included in the weekly lesson plans and literacy units.	Not started
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**Language arts**

Teachers will create and compile a portfolio of assessments.	All teachers	Aug 28, 2016 to Jun 15, 2018	F&P assessments, summative and formative assessments, authentic projects showcasing growth in literacy allowing reflective practice which will result in a student portfolio celebration as decided by grade level.	Not started
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**Literacy**

In order to enhance vertical cohesion among grade levels, teachers will meet with the appropriate grade band quarterly to reflect on practice.	All teachers	Aug 28, 2016 to Jun 15, 2018	Meeting agendas/minutes	Not started
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**Literacy curriculum**

If we do...

...then we see...

...which leads to...

Create and share CCSS aligned unit plans, with a focus on math fluency and critical thinking, that are consistent, rigorous, incorporate real-world situations, and utilize timely formative assessments to gauge student understanding...

a school wide growth on standardized assessments, with students being able to understand and make interdisciplinary connections with math...

more students performing at grade level which will result in attainment of Algebra competency in order to be high school, college, and career ready by the end of eighth grade. In addition, students will feel confident to apply math concepts in real world experiences through integration.

Tags:  
Mathematics

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

Action step	Responsible	Timeframe	Evidence for status	Status
All teachers will implement and share data from common formative assessments that have been created or agreed upon by team members to refine math instruction.	Math teachers	Aug 28, 2016 to Jun 15, 2018	IDT agendas	Not started

**Mathematics**

The school will continue to fund technology programs such as Compass Learning, IXL, and Go Math.	Administration	Aug 28, 2016 to Jun 15, 2018	Technology contracts	On-Track
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**Technology**

Teacher teams will continue to create and revise units to coordinate instruction with grade levels above and below them through vertical articulation meetings.	Math teachers	Aug 28, 2016 to Jun 15, 2018	Units incorporating MARS tasks, GoMath lessons, and identified math skills using CCSS.	On-Track
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**Math curriculum**

Grade level teachers will continue to examine and discuss other grade level unit plans through math vertical articulation meetings to develop cohesion among the school.	Math teachers	Aug 28, 2016 to Jun 15, 2018	Meeting agendas and shared files on Google Drive	On-Track
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**Math curriculum**

All classroom teachers in each grade will continue to instruct using common mathematics instructional units that incorporate CCSS, math skills, formative and summative assessments, and FALS/MARS tasks.	Math teachers	Aug 28, 2016 to Jun 15, 2018	Assessments and intentional use of unit aligned FALS/MARS task will be evident in lesson plans.	On-Track
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**Mathematics**

Math units will incorporate strategies for instructing EL students through the use of the WIDA framework (MPs and Can-Do descriptors)	Math teachers	Aug 28, 2016 to Jun 15, 2018	Differentiation with EL students will be added to existing Math units and lesson plans.	On-Track
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**English Learners**

Teachers will continue to use daily and consistent weekly formative assessments to gauge student understanding. This includes the use of GoMath materials, IXL quizzes, compass learning quizzes, MARS Tasks, FALS, and previously designed common assessments.	Math teachers	Aug 28, 2016 to Jun 15, 2018	Formative assessments included in unit plans. IXL/Compass learning analytic reports	Not started
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**Assessment**

Teachers will continue to determine each student's learning style through the use of common math pre-assessments.	Math teachers	Aug 28, 2016 to Jun 15, 2018	Units with pre-assessments and common assessments included	Not started
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**Assessment**

Teachers will continue to attend and lead professional development on incorporating computer science in math curriculum, GoMath! Materials, Common Core, and a balanced instructional math block that includes real world application.	Math teachers	Aug 28, 2016 to Jun 15, 2018	Clinton PD agendas/Go Math! PD agendas/ CS4All workshop agendas	On-Track
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**Technology, Mathematics**

Teachers will incorporate English Language Arts(ELA) standards into their lessons to promote mathematical vocabulary, fluency, and deconstruction of word problems.	Math teachers	Aug 28, 2016 to Jun 15, 2018	Each daily formative assessment, along with all common formative/summative assessments should have word problems which can be used to collect data and track progress of the incorporated ELA standard	Not started
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**Literacy/Reading, Mathematics**

Teachers will continue to promote and incorporate Math Automaticity into their daily lessons.	Math teachers	select	Lessons plans	On-Track
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**Mathematics**

**Strategy 3**

If we do...

Focus on fully transitioning to NGSS (including SEPs, cross cutting concepts, and disc core ideas) through a backwards design model using specific and strategic materials, partnerships, and professional development...

...then we see...

Daily, student driven instruction in differentiated capacities with support and accountability from all school stakeholders...

...which leads to...

Clinton students showcasing their understanding of 21st century STEM skills through inquiry based, real world projects that is cohesive and relevant to students and that prepares them for a variety of paths to college and career.

Tags:  
Science

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

Action step

Responsible

Timeframe

Evidence for status

Status

Invest in NGSS coaching and support from DePaul University	Administration and NGSS Team	Aug 28, 2016 to Jun 15, 2018	Professional development agendas will include DePaul University	On-Track
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**Professional development**

Teachers will attend NGSS workshops to better understand Science and Engineering Practices, crosscutting concepts and disciplinary core ideas.	Administration and teachers	Aug 28, 2016 to Jun 15, 2018	Professional development agendas will include NGSS	On-Track
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**Professional development**

Develop a core NGSS team responsible for assisting instructional practices and keeping staff accountable for science instruction.	Teachers	Aug 28, 2016 to Dec 31, 2016	ILT agendas including ways to select a team and notify staff	Not started
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**Science**

Utilize instructional data teams to reflect on science instruction weekly.	Teachers	Aug 28, 2016 to Jun 15, 2018	Instructional data team meeting agendas will include science and will be stored on the drive	Not started
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**Science instruction**

Vertical articulation of school wide NGSS aligned expectations and outcomes.	Administration, Teachers and NGSS team	Aug 28, 2016 to Jun 15, 2018	Vertical Articulation meeting agendas and materials will be stored on the drive	Not started
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**Science**

Collaboratively create units based on vertical articulation and with the use of FOSS and SEPUP resources.	Teachers	Aug 28, 2016 to Jun 15, 2018	Units, including formative and summative assessments, will be stored on the drive	Not started
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**Science**

Differentiation will be included in weekly lessons plans specific to individual student needs and prior experiences.	Teachers	Aug 28, 2016 to Jun 15, 2018	Lesson plans will be uploaded to the drive on a weekly basis	On-Track
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**Diverse Learners, English Learners, Lesson planning**

Administration will observe science instruction as a means to give feedback on the science curriculum.	Administration	Jan 1, 2017 to Jun 15, 2018	Reflect and Learn reports and REACH observations	Not started
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**Observations**

Teachers will observe and co-teach science to give feedback on the science curriculum.	Teachers	Jan 1, 2017 to Jun 15, 2018	Post-observation reflection and ideas will be stored on the drive	Not started
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**Peer observation**



Opportunities for inquiry based, student centered assessment, leading to a student portfolio of work.	Teachers and NGSS team	Jan 1, 2017 to Jun 15, 2018	Unit plans/Student portfolios	Not started
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**Science**

All students from Kindergarten to Eighth grade will participate in a school-wide Science Fair.	Administration and Teachers	Aug 28, 2016 to Jun 15, 2018	Student projects and presentations	On-Track
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**Science fair**

Community members will be invited to participate in the science fair process by judging and observing.	NGSS team	Aug 28, 2016 to Jun 15, 2018	Invitations and flyers	Not started
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**Science fair**

Middle school students will advance to the network, district and state science fair competition.	Teachers and NGSS team	Aug 28, 2016 to Jun 15, 2018	Awards and honors from multiple science fair competitions.	On-Track
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**Science fair**

Teachers will evaluate and revise science curriculum based on ongoing professional development, instructional data team meetings, observation feedback and assessments.	Teachers	Aug 28, 2016 to Jun 15, 2018	Evaluation criteria and notes kept on the Drive	Not started
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Continue investing in disposable materials such as FOSS and SEPUP kits	Administration	Aug 28, 2016 to Jun 15, 2018	Materials inventories and purchase orders	On-Track
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**Science**

**Strategy 4**

If we do...

...then we see...

...which leads to...

collaboratively develop, implement, and evaluate integrated materials, activities and assessments aligned to current units in Literacy, Arts, Physical Education and other subject areas...	more content integration, more balanced assessments that address multiple learning modalities, and better understanding of students' individual strengths and interests...	student-centered learning that addresses the whole child through a school curriculum that is cohesive and relevant to students and that prepares them for a variety of paths to college and career.
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Tags:  
Arts, Physical education

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

Action step	Responsible	Timeframe	Evidence for status	Status
Continue to invest in consumable Visual Arts materials, physical education equipment, fitness equipment and Music instrument maintenance	Administration	Aug 28, 2016 to Jun 15, 2018	Equipment/Materials Inventory (each semester)	On-Track

**Arts**

Secure \$5,000-15,000 in funding for professional development, Arts partnerships, and teacher collaboration release time through the Creative Schools Fund and/or other grants.	Arts & PE Liaisons	Aug 28, 2016 to Jun 15, 2018	Creative Schools Fund grant results (shared by e-mail in Nov/Dec)	On-Track
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**Arts**

Develop and implement professional development for all teachers in content integration	Administration and Arts Teachers	Aug 28, 2016 to Jun 16, 2017	PD Day schedules include Integration PD; Additional before/after school PDs scheduled on school calendar	Not started
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**Arts**

Arts and PE teachers attend annual professional organization conferences, participate in workshops specifically regarding integration, and present what they learn to other staff members	Administration, Arts & PE Teachers	Aug 28, 2016 to Jun 15, 2018	Teacher release scheduled through AESOP and with Angel in the office; shared materials kept in a folder on the Drive; PD agendas with Arts team as leaders	On-Track
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**Arts, Physical education**

Form collaborative integration partner teams of ELA and Arts teachers at each grade band	ILT	Aug 28, 2016 to Oct 31, 2016	List of teams kept in Integration folder in the Drive	Not started
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**Literacy/Reading, Arts**

Develop criteria and an instrument (such as a rubric) to measure the effectiveness of integrated units	Integration Teams	Aug 28, 2016 to Jan 1, 2017	Evaluation instrument saved in Integration folder on the Drive	Not started
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**Arts**

Review Literacy units and develop integrated materials, activities, and assessments for that unit, consulting with EL and DL teachers to embed differentiated instruction into the units	Integration Teams	Aug 28, 2016 to Feb 28, 2017	Literacy Units, reflecting integrated materials, kept on the Drive; integrated materials also kept in Integration folder on the Drive	On-Track
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**Arts, Diverse Learners, English Learners**

Collaboratively pilot implementation of ELA/Arts units	Integration Teams	Mar 1, 2017 to Jun 16, 2017	Lesson plans should reflect implementation	Not started
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**Literacy/Reading, Arts**

Evaluate the outcomes of ELA/Arts units according to teacher-developed criteria, consulting with EL and DL teachers to determine their effectiveness in differentiating instruction and monitoring student progress	Administration and Integration Teams	Jun 1, 2017 to Jun 16, 2017	Completed evaluation instrument kept in Integration folder on the Drive	Not started
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**Literacy/Reading, Arts, Diverse Learners, English**

**Learners**

Based on individual student outcomes from integrated units and from Arts classes according to standards-based rubrics and checklists as well as performance evidence from Arts activities (such as Band and theatre) outside of the school day, identify students who might benefit from pursuit of additional Arts and athletic opportunities	Integration Teams and Arts IDT	Aug 28, 2016 to Jun 15, 2018	List of students and notes kept on the Drive	On-Track
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**Arts**

Form additional collaborative integration teams of Social Science, Science, Math, and Arts teachers at each grade band	ILT	Aug 28, 2016 to Oct 31, 2016	List of teams kept in Integration folder in the Drive	Not started
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**Arts**

Review Social Science, Science, and Math units and/or standards and develop integrated materials, activities, and assessments for those content areas, consulting with EL and DL teachers to embed differentiated instruction into the units	Integration Teams	Aug 28, 2016 to Jun 15, 2018	SS, Science, and Math Units, reflecting integrated materials, kept on the Drive; integrated materials also kept in Integration folder on the Drive	Not started
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**Arts**

The PE team will continue to assist teachers by providing resources to integrate physical activity breaks during the school day and create and distribute materials for physical activity and nutrition education to create a connection between school and home.	PE Teachers	Aug 28, 2016 to Jun 15, 2018	Handouts and brain break research articles will be available on the drive and updated monthly.	On-Track
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**Physical education**

The PE team will create a school-wide physical activity plan, with physical education as the cornerstone, recess and physical activity breaks throughout the school day.	PE Teachers	Aug 28, 2016 to Jun 15, 2018	PE Units, reflecting integrated materials where skills are built upon at each grade level, common formative and summative assessments are kept on the Drive.	On-Track
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**Physical education**

The PE team will head the School Wellness Team that will conduct surveys throughout the year to determine the effectiveness of the school wellness plan.	PE Teachers	Aug 28, 2016 to Jun 15, 2018	Wellness Team will consist of PE teachers, content area teachers, staff members, parents and students and will hold quarterly meetings. Meeting minutes will be on the drive and emailed to the school community.	On-Track
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**Physical education**

Strategy 5

If we do...

Collaborate, inform, and develop trainings with school stakeholders using SEL standards, CPS school climate Standards, ASCA mindsets and behaviors...

...then we see...

An increased quality of school life including character development through the implementation of norms and expectations...

...which leads to...

healthy interactions amongst school community members, reduction of behavior referrals, and increase of attendance resulting in higher academic achievement and increased eligibility for selective enrollment high schools.

Tags:  
MTSS, Climate and Culture, SEL

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Evidence for status	Status
Create a schoolwide calendar that will increase the participation of school stakeholders in activities that promote and celebrate the achievements of our students and teachers.	Social Emotional Learning Committee and Administration	Aug 28, 2016 to Jun 15, 2018	Calendar	Not started

**Climate and Culture**

Continue to implement, train, and develop Tier 1 social emotional learning - building to 100% staff participation - through Second Step, SEL Library, school norms and adult and student expectations.	All staff	Aug 28, 2016 to Jun 15, 2018	-Social Emotional Progress Reports -Schoolwide surveys - My Voice My School	Behind
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**MTSS, SEL**

Increase attendance in school through promoting attendance with school-wide/classroom monthly celebrations and awards.	All staff, administration, LSC, PAC	Aug 28, 2016 to Jun 15, 2018	Dashboard reports	On-Track
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**Attendance**

Increase attendance in school through hosting parent seminars on the importance of students being present, on time and ready to learn.	Administration, School Counselor, LSC, PAC	Aug 28, 2016 to Jun 15, 2018	Dashboard reports	Not started
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**Attendance**

Increase attendance in school through developing a comprehensive plan of directly communicating with families of students with at-risk attendance.	All staff with administration and school counselor/social worker	Aug 28, 2016 to Jun 15, 2018	Dashboard reports	Not started
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**Attendance**

Develop an employee appreciation and team building activity in order to increase retention and positive school environment.	Administration and SEL committee	Aug 28, 2016 to Jun 15, 2018	-Greater teacher attendance -My Voice My School survey	Not started
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**Climate and Culture**

Outline and promote the admissions process for high school through frequent postings on the school website/social media.	Administration, 8th grade team, SEL committee	Aug 28, 2016 to Jun 15, 2018	Dashboard data for increased SE applications and acceptance	On-Track
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**High school readiness**

Increase staff knowledge of high school process by developing training opportunities to all grade level teachers in order to increase student knowledge and motivation towards achievement in the lower grade levels.	Administration, 8th grade team, SEL committee	Aug 28, 2016 to Jun 15, 2018	Dashboard data for increased SE applications and acceptance	Not started
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**High school readiness**

Increase high school application to non-neighborhood schools through providing informational sessions to families.	Administration, 8th grade team, SEL committee	Aug 28, 2016 to Jun 15, 2018	Dashboard data for increased SE applications and acceptance	Not started
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**High school readiness**

Develop and implement a Multicultural Week aimed to celebrate the unique diversity of our student body.	SEL team, All staff	Aug 28, 2016 to Jun 15, 2018	School Calendar PAC agenda items Flyers Tangible project	Not started
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**Climate and Culture**

Develop a systematic way to capture information on our refugee students in order to identify their exceptional social emotional needs.	Admin, social worker, school counselor, EL team	Aug 28, 2016 to Jun 15, 2018	-Meeting notes -Proposal for system developed	On-Track
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**MTSS, Climate and Culture**

Identify the steps for developing an effective MTSS process school-wide.	Admin, Case Manager, School Psychologist	Aug 28, 2016 to Jun 15, 2018	-Meeting notes -Proposal for system developed	On-Track
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**MTSS**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ K-3 teachers will continue CLI coaching on best guided reading and literacy practices.</p> <p>Tags: Literacy, Literacy/Reading</p>	All K-3 teachers	May 6, 2016	Jun 15, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will be given professional development on ways to integrate one-on-one technology into the classroom. Teachers will be given the opportunity to observe a classroom that already has one-on-one literacy integration.</p> <p>Tags: Literacy, Technology</p>	All K-5 teachers	Aug 28, 2016	Jan 7, 2017	On-Track
<p>✦ A utilization and check out system will be created in order to best use Guided Reading materials. Teachers will be expected to check out books to serve a minimum of 10 groups a week.</p> <p>Tags: Literacy, Literacy curriculum</p>	K-3 teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Teachers will create a calendar aligning Lucy Calkins units within current Literacy Units.</p> <p>Tags: Literacy, Writing</p>	All teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Support to assist and help develop Guided Reading strategies, procedures and scaffolded instruction meeting students needs through Guided Reading and Literature Circles</p> <p>Tags: Literacy, Literacy/Reading</p>	All teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Literature circles that are aligned with literacy units and are intentionally skill based, knowledge based, and allow opportunity for students to make real life connections across disciplines and enhance cooperative learning practice</p> <p>Tags: Literacy, Literacy/Reading</p>	6-8 grade teachers	Jan 8, 2017	Jun 15, 2018	On-Track
<p>✦ Integration of social science and literacy standards, focusing on nonfiction texts.</p> <p>Tags: Literacy, Integration</p>	All teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Utilizing EL strategies and supports to differentiate instruction in an inclusion setting.</p> <p>Tags: Literacy, English Learners</p>	All teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Include intentional use of Common Core Language Standards within existing Literacy Units.</p> <p>Tags: Literacy, Language arts</p>	All teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Teachers will create and compile a portfolio of assessments.</p> <p>Tags: Literacy, Literacy</p>	All teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ In order to enhance vertical cohesion among grade levels, teachers will meet with the appropriate grade band quarterly to reflect on practice.</p> <p>Tags: Literacy, Literacy curriculum</p>	All teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ All teachers will implement and share data from common formative assessments that have been created or agreed upon by team members to refine math instruction.</p> <p>Tags: Mathematics, Mathematics</p>	Math teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ The school will continue to fund technology programs such as Compass Learning, IXL, and Go Math.</p> <p>Tags: Mathematics, Technology</p>	Administration	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Teacher teams will continue to create and revise units to coordinate instruction with grade levels above and below them through vertical articulation meetings.</p> <p>Tags: Mathematics, Math curriculum</p>	Math teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Grade level teachers will continue to examine and discuss other grade level unit plans through math vertical articulation meetings to develop cohesion among the school.</p> <p>Tags: Mathematics, Math curriculum</p>	Math teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ All classroom teachers in each grade will continue to instruct using common mathematics instructional units that incorporate CCSS, math skills, formative and summative assessments, and FALS/MARS tasks.</p> <p>Tags: Mathematics, Mathematics</p>	Math teachers	Aug 28, 2016	Jun 15, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Math units will incorporate strategies for instructing EL students through the use of the WIDA framework (MPIs and Can-Do descriptors) Tags: Mathematics, English Learners</p>	Math teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Teachers will continue to use daily and consistent weekly formative assessments to gauge student understanding. This includes the use of GoMath materials, IXL quizzes, compass learning quizzes, MARS Tasks, FALS, and previously designed common assessments. Tags: Mathematics, Assessment</p>	Math teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Teachers will continue to determine each student's learning style through the use of common math pre-assessments. Tags: Mathematics, Assessment</p>	Math teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Teachers will continue to attend and lead professional development on incorporating computer science in math curriculum, GoMath! Materials, Common Core, and a balanced instructional math block that includes real world application. Tags: Mathematics, Technology, Mathematics</p>	Math teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Teachers will incorporate English Language Arts(ELA) standards into their lessons to promote mathematical vocabulary, fluency, and deconstruction of word problems. Tags: Mathematics, Literacy/Reading, Mathematics</p>	Math teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Teachers will continue to promote and incorporate Math Automaticity into their daily lessons. Tags: Mathematics, Mathematics</p>	Math teachers			On-Track
<p>✦ Invest in NGSS coaching and support from DePaul University Tags: Science, Professional development</p>	Administration and NGSS Team	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Teachers will attend NGSS workshops to better understand Science and Engineering Practices, crosscutting concepts and disciplinary core ideas. Tags: Science, Professional development</p>	Administration and teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Develop a core NGSS team responsible for assisting instructional practices and keeping staff accountable for science instruction. Tags: Science, Science</p>	Teachers	Aug 28, 2016	Dec 31, 2016	Not started
<p>✦ Utilize instructional data teams to reflect on science instruction weekly. Tags: Science, Science instruction</p>	Teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Vertical articulation of school wide NGSS aligned expectations and outcomes. Tags: Science, Science</p>	Administration, Teachers and NGSS team	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Collaboratively create units based on vertical articulation and with the use of FOSS and SEPUP resources. Tags: Science, Science</p>	Teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Differentiation will be included in weekly lessons plans specific to individual student needs and prior experiences. Tags: Science, Diverse Learners, English Learners, Lesson planning</p>	Teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Administration will observe science instruction as a means to give feedback on the science curriculum. Tags: Science, Observations</p>	Administration	Jan 1, 2017	Jun 15, 2018	Not started
<p>✦ Teachers will observe and co-teach science to give feedback on the science curriculum. Tags: Science, Peer observation</p>	Teachers	Jan 1, 2017	Jun 15, 2018	Not started
<p>✦ Opportunities for inquiry based, student centered assessment, leading to a student portfolio of work. Tags: Science, Science</p>	Teachers and NGSS team	Jan 1, 2017	Jun 15, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ All students from Kindergarten to Eighth grade will participate in a school-wide Science Fair. Tags: Science, Science fair</p>	Administration and Teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Community members will be invited to participate in the science fair process by judging and observing. Tags: Science, Science fair</p>	NGSS team	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Middle school students will advance to the network, district and state science fair competition. Tags: Science, Science fair</p>	Teachers and NGSS team	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Teachers will evaluate and revise science curriculum based on ongoing professional development, instructional data team meetings, observation feedback and assessments. Tags: Science</p>	Teachers	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Continue investing in disposable materials such as FOSS and SEPUP kits Tags: Science, Science</p>	Administration	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Continue to invest in consumable Visual Arts materials, physical education equipment, fitness equipment and Music instrument maintenance Tags: Arts, Physical education, Arts</p>	Administration	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Secure \$5,000-15,000 in funding for professional development, Arts partnerships, and teacher collaboration release time through the Creative Schools Fund and/or other grants. Tags: Arts, Physical education, Arts</p>	Arts & PE Liaisons	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Develop and implement professional development for all teachers in content integration Tags: Arts, Physical education, Arts</p>	Administration and Arts Teachers	Aug 28, 2016	Jun 16, 2017	Not started
<p>✦ Arts and PE teachers attend annual professional organization conferences, participate in workshops specifically regarding integration, and present what they learn to other staff members Tags: Arts, Physical education, Arts, Physical education</p>	Administration, Arts & PE Teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Form collaborative integration partner teams of ELA and Arts teachers at each grade band Tags: Arts, Physical education, Literacy/Reading, Arts</p>	ILT	Aug 28, 2016	Oct 31, 2016	Not started
<p>✦ Develop criteria and an instrument (such as a rubric) to measure the effectiveness of integrated units Tags: Arts, Physical education, Arts</p>	Integration Teams	Aug 28, 2016	Jan 1, 2017	Not started
<p>✦ Review Literacy units and develop integrated materials, activities, and assessments for that unit, consulting with EL and DL teachers to embed differentiated instruction into the units Tags: Arts, Physical education, Arts, Diverse Learners, English Learners</p>	Integration Teams	Aug 28, 2016	Feb 28, 2017	On-Track
<p>✦ Collaboratively pilot implementation of ELA/Arts units Tags: Arts, Physical education, Literacy/Reading, Arts</p>	Integration Teams	Mar 1, 2017	Jun 16, 2017	Not started
<p>✦ Evaluate the outcomes of ELA/Arts units according to teacher-developed criteria, consulting with EL and DL teachers to determine their effectiveness in differentiating instruction and monitoring student progress Tags: Arts, Physical education, Literacy/Reading, Arts, Diverse Learners, English Learners</p>	Administration and Integration Teams	Jun 1, 2017	Jun 16, 2017	Not started
<p>✦ Based on individual student outcomes from integrated units and from Arts classes according to standards-based rubrics and checklists as well as performance evidence from Arts activities (such as Band and theatre) outside of the school day, identify students who might benefit from pursuit of additional Arts and athletic opportunities Tags: Arts, Physical education, Arts</p>	Integration Teams and Arts IDT	Aug 28, 2016	Jun 15, 2018	On-Track



District priority and action step	Responsible	Start	End	Status
<p>✦ Form additional collaborative integration teams of Social Science, Science, Math, and Arts teachers at each grade band</p> <p>Tags: Arts, Physical education, Arts</p>	ILT	Aug 28, 2016	Oct 31, 2016	Not started
<p>✦ Review Social Science, Science, and Math units and/or standards and develop integrated materials, activities, and assessments for those content areas, consulting with EL and DL teachers to embed differentiated instruction into the units</p> <p>Tags: Arts, Physical education, Arts</p>	Integration Teams	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ The PE team will continue to assist teachers by providing resources to integrate physical activity breaks during the school day and create and distribute materials for physical activity and nutrition education to create a connection between school and home.</p> <p>Tags: Arts, Physical education, Physical education</p>	PE Teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ The PE team will create a school-wide physical activity plan, with physical education as the cornerstone, recess and physical activity breaks throughout the school day.</p> <p>Tags: Arts, Physical education, Physical education</p>	PE Teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ The PE team will head the School Wellness Team that will conduct surveys throughout the year to determine the effectiveness of the school wellness plan.</p> <p>Tags: Arts, Physical education, Physical education</p>	PE Teachers	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Create a schoolwide calendar that will increase the participation of school stakeholders in activities that promote and celebrate the achievements of our students and teachers.</p> <p>Tags: MTSS, Climate and Culture, SEL, Climate and Culture</p>	Social Emotional Learning Committee and Administration	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Continue to implement, train, and develop Tier 1 social emotional learning - building to 100% staff participation - through Second Step, SEL Library, school norms and adult and student expectations.</p> <p>Tags: MTSS, Climate and Culture, SEL, MTSS, SEL</p>	All staff	Aug 28, 2016	Jun 15, 2018	Behind
<p>✦ Increase attendance in school through promoting attendance with school-wide/classroom monthly celebrations and awards.</p> <p>Tags: MTSS, Climate and Culture, SEL, Attendance</p>	All staff, administration, LSC, PAC	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Increase attendance in school through hosting parent seminars on the importance of students being present, on time and ready to learn.</p> <p>Tags: MTSS, Climate and Culture, SEL, Attendance</p>	Administration, School Counselor, LSC, PAC	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Increase attendance in school through developing a comprehensive plan of directly communicating with families of students with at-risk attendance.</p> <p>Tags: MTSS, Climate and Culture, SEL, Attendance</p>	All staff with administration and school counselor/social worker	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Develop an employee appreciation and team building activity in order to increase retention and positive school environment.</p> <p>Tags: MTSS, Climate and Culture, SEL, Climate and Culture</p>	Administration and SEL committee	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Outline and promote the admissions process for high school through frequent postings on the school website/social media.</p> <p>Tags: MTSS, Climate and Culture, SEL, High school readiness</p>	Administration, 8th grade team, SEL committee	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Increase staff knowledge of high school process by developing training opportunities to all grade level teachers in order to increase student knowledge and motivation towards achievement in the lower grade levels.</p> <p>Tags: MTSS, Climate and Culture, SEL, High school readiness</p>	Administration, 8th grade team, SEL committee	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Increase high school application to non-neighborhood schools through providing informational sessions to families.</p> <p>Tags: MTSS, Climate and Culture, SEL, High school readiness</p>	Administration, 8th grade team, SEL committee	Aug 28, 2016	Jun 15, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Develop and implement a Multicultural Week aimed to celebrate the unique diversity of our student body. Tags: MTSS, Climate and Culture, SEL, Climate and Culture</p>	SEL team, All staff	Aug 28, 2016	Jun 15, 2018	Not started
<p>✦ Develop a systematic way to capture information on our refugee students in order to identify their exceptional social emotional needs. Tags: MTSS, Climate and Culture, SEL, MTSS, Climate and Culture</p>	Admin, social worker, school counselor, EL team	Aug 28, 2016	Jun 15, 2018	On-Track
<p>✦ Identify the steps for developing an effective MTSS process school-wide. Tags: MTSS, Climate and Culture, SEL, MTSS</p>	Admin, Case Manager, School Psychologist	Aug 28, 2016	Jun 15, 2018	On-Track

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the 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 I/SW].

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Information from the My Voice, My School surveys was examined to gauge what the parents think is working and what needs improvement. Parents are invited to attend the Local School Council meetings where information is shared about the school's progress. The PAC holds regular meetings/workshops and invitations are sent home in advance. Parents are also invited to monthly Coffee with the Principal meetings for informal conversations and updates on the progress and initiatives of the school. The school website and social media accounts also provide up to date news and information about the school.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Title 1 Annual Meeting is scheduled for September 23, 2016 at 8:45am. The Title 1 PAC Organizational Meeting is scheduled for September 23, 2016 at 9:30am. These dates will be communicated to parents and stakeholders through notices sent home and by posting them on the website and parent calendar.

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.

Information regarding the school's curriculum is shared during parent open house at the beginning of the year. The school website contains information on each grade level's curriculum, when common school-wide assessments are taking place, minutes from meetings and events relevant to curriculum. Each instructor has a website displaying upcoming units and assessments.

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 PAC coordinator will share in his or her monthly reports ideas, concerns, and requests to meet with the school administration and/or ILT. The school administration and ILT will develop a means to regularly communicate with parents and receive feedback. Monthly Coffee with the Principal meetings are opportunities to get feedback and begin to develop plans with parents and community members.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The school hands out the state report as soon as it is received. Student retention is now based on NWEA MAP.

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.

NCLB letters are sent home immediately to parents of students who are taught by teachers not "highly qualified" after 4 consecutive weeks. Parents are invited to ask questions and receive further information regarding the matter.

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.

Parents are invited to learn more about the CCSS and each classroom's curriculum during the school open-house, Literacy, math, and science nights, as well as report card pick-up. Parents are also encouraged to sign up for and use the Parent Portal to monitor student progress.

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.

The school administration, ILT, PAC representatives, and LSC members discuss and plan appropriate training for parents based on surveys and PAC meeting minutes.

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.

Professional developments sessions and team meetings include researched based-methods of communicating with parents. The school also provides social/emotional and academic progress reports every five weeks.

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 school administration ensures that there are multiple parent opportunities to be involved with the school and provide academic and social/emotional support.

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 flyers are translated into the 4 most common languages. The staff created a list containing who and what language they can translate during parent meetings. Refugee and translating services are used when necessary to communicate with parents.

#### 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.)

Mission: The Clinton School mission is to educate the whole child for college and career readiness.

Through the implementation of a rigorous academic program and relentlessly working to meeting the social/emotional needs of each individual, we strive to offer the children of Clinton School activities and experiences that foster their growth and development in the areas of academics, technology, athletics and the arts.

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.

Formal parent-teacher conferences are held the Wednesday after the 1st and 3rd quarter. There are also parent-teacher conferences held at the request of either the teacher, parent, or administration.

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

The school provides academic and social/emotional progress reports twice per quarter. Parents are also encourage to use Parent Portal to check student progress and schedule meetings with teachers when necessary to discuss areas of success and areas of needed growth.

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

Each staff member is accessible from 8:30 to 3:30 on school days and when needed by appointment outside of the designated times.

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

All parents are encouraged to volunteer at school in some capacity. There are several opportunities throughout the year such as beautification projects, garden projects, chaperoning and several other ways parents can volunteer. Parents are required to complete the appropriate forms and background checks for CPS.

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

Parents are expected to assist their child with homework, ensure they are ready to learn each day, and monitor their progress through the year. The staff also reaches out to and offers assistance when parents request assistance.

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 are able to participate in the decision making process through the LSC, PAC, and BAC committees. Parents are also encouraged to share comments with teachers, the ILT, and school administration.

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 are provided with frequent progress reports and feedback on their academic and social/emotional attainment of CCSS. Teachers and administrators continually highlight student, classroom, and school successes during morning announcements.

**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.

Parent workshops providing training in how to assist their child with improving their social and academic skills such as workshops focused on homework help, English Language, and computer literacy,

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

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	<b>Supplies</b> 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.	\$	2500 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1000 .00
54125	<b>Consultants</b> 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)	\$	4000 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount .00
54565	<b>Reimbursements</b> 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.	\$	282 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount .00