



Christopher Columbus Elementary School (/school-plans/101) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	Columbus Teachers and Staff	CIWP process; SEF review
02/08/2016	ILT/CIWP Team	SEF review
02/17/2016	ILT/CIWP Team	Finalizing SEF
02/22/2016	ILT/CIWP Team	Strategies
03/28/2016	ILT/CIWP Team	Strategies
03/21/2016	ILT/CIWP Team	Strategies
03/28/2016	ILT/CIWP Team	Framework Revision/Strategies
04/12/2016	LSC Members	CIWP Review and Feedback

School Excellence Framework

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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Columbus Staff created a Values and Belief system that is posted in each classroom and in the main hallway. The mission/vision is at the top of staff meeting agendas and LSC meeting agendas. The mission/vision is presented to the community during a beginning of the year open house and a mid-year State of the School. The ILT team has representation from all grade bands, giving teachers a voice in decision making. The ILT builds leadership capacity of teachers, as they guide and influence the next steps of instruction and learning based on the most current data. On the five Essentials, program coherence was rated as strong. Teachers felt that new programs are monitored (89), curriculum and materials are well coordinated (89), and there is consistency within gradebands regarding the curriculum, materials, and instruction (100). There is room to grow in monitoring new programs to ensure they are working (66).

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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 team has representation from all grade bands, giving teachers a voice in decision making. The ILT builds leadership capacity of teachers, as they guide and influence the next steps of instruction and learning based on the most current data. We used the Five Essentials, agendas, minutes and framework for teaching when considering the rating. Five Essential Collaborative Teachers was rated as very strong. There is room for improvement in Quality Professional Development (72). According to the CPS Framework for Teaching, all Columbus teachers rate proficient or better in 4a, 4d, and 4e.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

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Teachers are given ample time to try new strategies and refine skills. Suggestions are provided during formal and informal observations. Teachers receive feedback on Component 4a after formal observations. We considered the Five Essentials, SQRP Attainment and Growth and our professional development agendas is formulating a response. In the Five Essentials, Collaborative Teachers was rated as very strong. On the SQRP, attainment percentile in Reding 3-8 (73), Math 3-8 (86), and Math 2nd grade (78), were strong. Reading grade 2 attainment was very strong (97th).

Professional learning opportunities for teachers are provided through

- Yearly Reach formal and informal observations, principal feedback (pre and post conferences)
- Grade band meetings (sharing teaching strategies and/or pedagogical practices engaging in professional readings)
- Invited guest speakers (from the network or delivering professional development to teachers on technology programs that compliment teacher instruction)
- Network workshops attended by teachers
- Webinars offered to teachers that align to areas of concern
- Teachers enrolled in college courses to seek ESL certification (all but one teacher will be ESL endorsed by Summer of 2016)
- Three Flex Days and 2 professional Development days provide teachers with opportunities to share strategies, look at student work, and improve instruction
- Teachers attend Network (staff) led PD on a quarterly basis in an effort to enhance their own teaching strategies (and to deliver "teach backs") to fellow teachers.
- Teachers are trained on new programs before they are implemented in the school (iReady, Everyday Math, NGSS science standards, etc)

A yearlong PD foci is developed over the summer. EOY NWEA, mClass, BAS data is analyzed to guide the PD. The PD foci is adjusted midyear as newer data points are acquired. As teachers implement quarterly UbD units, there is a check in every 5 weeks. There is a quarterly gallery walk to get peer feedback and develop next steps.

The next steps to push our professional learning is to schedule peer observations, train teachers on giving feedback to peers that would push each teachers' practice, and develop a protocol for peer observations so a common language is used.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

We considered the Five Essentials, budget analysis and Component 4a & 4e in our response. Teachers on the Five Essentials survey. According to the Five Essentials, teachers felt that new programs are monitored (89), curriculum and materials are well coordinated (89), and there is consistency within gradebands regarding the curriculum, materials, and instruction (100). There is room to grow in monitoring new programs to ensure they are working (66). Columbus teachers are rated proficient or higher in 4a and 4e.

The principal has the primary responsibility to order materials and supplies needed for teachers to teach and for students to access curriculum. Teachers have a voice in what is ordered. The principal sends out a yearly survey in which teachers list needed items and luxury items. The principal presents this list to the LSC when it comes time for budget approval. Throughout the year, teachers are able to request materials, and, if the budget allows it, the materials are ordered.

The budget reflects that money is spent according to school-wide priorities. One of our main focuses has been increasing technology; we have purchased four Chromebook carts in the past four years. We also purchased a Smartboard with plans to purchase a second. We also purchased iReady to support our Language Arts focus; it is used in the classroom and after school during After School All-Stars to support students on all levels. We have also had multiple companies come to present their math curriculum so that we purchase a program that works for all grade levels and can be sustained for many years.

There is an interview team for all new hires. There is a list of interview questions that each candidate is asked. Each candidate also is asked to produce a writing sample in the form of a letter of introduction to the families.

Columbus Staff and J@School support our after school programming. Calm Classroom provides on-going support to teachers as they implement the program.

Professional development, flex day and grade level meeting agendas reflect that topics align to CWIP priorities.

Schedules are posted in classes and the main office. School-wide schedules reflect that each grade level has a daily Academic Enhancement block to address individual student needs. Schedules also reflect weekly grade level meetings to discuss instruction, curriculum and student progress.

The school counselor has a list of community-based resources that partner with the school (resources include Riveredge, Mercy Home and C4 North). We also have a Family Resource Fair during the fall and spring report card pickup dates so that families have access to community resources.

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	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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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We used our curriculum maps and UbDs to begin our analysis. We considered the SQRP Attainment and Growth, the Five Essentials and Frameworks 3a, 3c, 1a, & 1d. On the SQRP, attainment percentile in Reading 3-8 (73), Math 3-8 (86), and Math 2nd grade (78), were strong. Reading grade 2 attainment was very strong (97th). In Ambitious Instruction on the Five Essentials, English Instruction (62 - Strong), Math Instruction (67 - Strong), Academic Press (55 - Neutral). Columbus teachers are rated proficient or higher in 3a, 3c, 1a and 1d. Teachers participated in professional development in order to know how to develop Big Ideas and plan/deliver differentiated instruction. Columbus follows the Daily 5 in each Literacy. Instructional Ladders are used to group students for Tier II instruction and support. These are part of the academic enhancement plans.

Teachers create UbD units on quarterly basis that require implementation of ILT determined ELA CCSS standards. The units outline the curriculum for the quarter and include activities, objectives, formative assessments and summative assessments. The ILT surveyed the staff and created a staircase curriculum for CCSS Literacy.

Teachers also give students formative and summative assessments in all content areas to check for student progress and understanding.

Teachers design small group instruction for Academic Enhancement based off of NWEA results so that all students academic needs are met.

Teachers give students rubrics for large assignments and projects so that students know what is expected of them and that there is equity in group discussions.

SQRP shows that we have grown from a Level 1 to a Level 1+ school and that we have above average growth in both attainment and student growth.

Staff meets regularly during professional development and grade band meetings to discuss and develop a staircase curriculum. All grade levels are required to teach the same ELA CCSS standards each quarter for consistency, agendas and notes reflect this.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

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We looked at data from the SQRP, Five Essentials, and lesson/unit plans. We considered the SQRP Attainment and Growth, the Five Essentials and Frameworks 3a, 3c, 1a, & 1d. On the SQRP, attainment percentile in Reading 3-8 (73), Math 3-8 (86), and Math 2nd grade (78), were strong. Reading grade 2 attainment was very strong (97th). On the Five Essentials, students reported: Peer Support For Academic Work (79 - Strong), Academic Personalism (53 - Neutral), Safety (77 - Strong), Student-Teacher Trust (49 - Neutral). Columbus teachers are rated proficient or higher in 3a, 3c, 1a, 1d.

Students interact with instructional materials to engage all modalities in the learning process. Technology is integrated as it is an integral part of the curriculum. There are aligned, high quality instructional materials. Units and Lesson plans demonstrate scaffolding and differentiation. Teachers are encouraged to find, use and share supplemental resources. Resources include: RAZ Kids, SOAR, Safari Montage, IXL Math, Buzz Math, Khan Academy, and iReady Reading; periodicals for each grade level are utilized. These periodicals have a variety of level within each copy.

Teachers differentiate their instruction for individual student need and use multiple modalities to reach each student using AE Instructional Ladder Planning.

Teachers attend network professional developments where they receive new materials and supports that teachers can share with their colleagues.

Columbus now has four sets of Chromebooks that teachers use to enhance instruction and provide individualized supports. Students have access to multiple programs that students can use for instructional supports including iReady, ILX, Buzz Math, RAZ-Kids and Sadlier Vocabulary. The middle school science teacher also uses Chromebooks to view simulations to conduct research and collect evidence for scientific arguments.

Columbus has one Smart Board in the middle school math classroom that all middle school students have access to for enhanced instruction.

SQRP shows that we have grown from a Level 1 to a Level 1+ school and that we have above average growth in both attainment and student growth.

Supplementary texts and materials are outlined in teachers' UbD units.

Teachers regularly utilize periodicals including Upfront, Science World, Scholastic News and Time for Kids.

Columbus does have an algebra curriculum to support higher performing 8th grade students. In 2015 53.8% of students enrolled in the algebra course passed the algebra exam, which is higher than the district average.

There is room for growth in Teacher-Student trust and academic personalism.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

We considered: SQRP, formal and informal observations conducted by administration, and student work samples. In Ambitious Instruction on the Five Essentials, English Instruction (62 - Strong), Math Instruction (67 - Strong), Academic Press (55 - Neutral).

Student work samples are analyzed during grade level meetings every other week. Tasks are analyzed as they relate to the shifts in literacy and math.

The ILT meet to look at student data and work and adjust instructional practices as needed in core subjects. The ILT also looks at student work as it relates to texts used and tasks completed.

POMs and MARS tasks for math are implemented. Results are analyzed to identify areas of strength and concern. Engage NY math program is used as the core materials. Teachers supplement as needed.

Columbus has a leveled book room that houses levels A-Z+ books to meet students where they are instructionally. Teachers have access to Reading A-Z, which has online leveled texts they can download for even more differentiation and scaffolding of instruction.

Teachers regularly analyze and share student work in grade level meetings. Peer feedback is given to support teacher practice.

There a strong correlation between student summative classroom assessments and NWEA growth.

Enrichment programs were purchased (IXL, iReady, Sadlier, etc.) to enhance student performance, as the programs level of rigor adjust to meet students' current needs and increase rigor in literacy and math.

Teachers participated in a staff-wide gallery walk on UbD units and the final assessment. Warm and cool feedback was given to push teacher practice and increase rigor.

SQRP shows that we have grown from a Level 1 to a Level 1+ school and that we have above average growth in both attainment and student growth.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

We considered the Five Essentials and Component 2b. In Ambitious Instruction on the Five Essentials, English Instruction (62 - Strong), Math Instruction (67 - Strong), Academic Press (55 - Neutral). Columbus hosts their own high school fair in October. Columbus teachers are rated proficient or higher in 2b. In 2015, 100% of the 8th grade class graduated on time, with their peers. All students were projected into a high school of their choice, that best suited their needs.

One third of the 2015 8th grade class entered either a selective enrollment program or an I.B. Program.

Some students were able to visit Depaul University and participate in Saturday classes. Each classroom has their college year of graduation posted on their classroom doors. Colleges are highlighted on a main floor bulletin board.

Middle School Students meet with the counselor one on one to develop goals for secondary education.

Middle school students participate in science fair, history fair, MathCon and Battle of the Books. They also participate in the Poetry Slam and the district-wide spelling bee. Columbus students regularly place at the top of these competitions and have the opportunity to move on to higher competitions. All students participate in the school wide science fair and spelling bee. This gives them opportunities for them to practice public speaking and communication skills.

Students have leadership opportunities in such as student council and volunteer at parent nights/school functions. 8th grade students facilitate fundraising for their 8th grade class trip, luncheon, and graduation materials.

Students participate in a 4 - 5 week long college exploration activity. There is a cumulative project where students create a poster about a college that they researched.

Middle school students went to a screening of a PBIS screening of an Independent Lens showing where students were given the opportunity to provide feedback and communicate with students from other schools.

The middle school science program has partnerships with Northrop Grumman where guest engineers lead a hands-on activity related to engineering and design to generate excitement about technical professions. Three students are given the opportunity to tour the facilities.

Guest lecturers also come from the Illinois Department of Natural Resources and Friends of the River to discuss ecology in the Great-Lakes area with students. Students also conduct field studies along the Chicago River with support of Friends of the River.

Kindergarten through 8th grade participates in Junior Achievement and have the opportunity to receive presentations from various careers. Junior Achievement dedicates itself to educate students about entrepreneurship and financial literacy through experiential, hands-on programs.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted

- holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

We considered evidence from the Framework for Teaching, SQRP, Five Essentials and Lesson Studies. In Ambitious Instruction on the Five Essentials, English Instruction (62 - Strong), Math Instruction (67 - Strong), Academic Press (55 - Neutral). Columbus teachers are rated proficient or higher in domain 3. On the SQRP, attainment percentile in Reading 3-8 (73), Math 3-8 (86), and Math 2nd grade (78), were strong. Reading grade 2 attainment was very strong (97th).

The Daily 5 and balanced literacy, and all content areas have embedded strategies for differentiated instruction as students are able to engage with age/grade appropriate content at their functioning level. Learners are able to participate in authentic discussions about content because teachers have scaffolded instruction to meet the needs of diverse learners, ELs and other students. Targeted supports are evidenced in the AE IL template/plans submitted every 4-5 weeks.

The SQRP indicates that we have grown from a Level 1 to a Level 1+ school and shows that we have above average growth in both student growth and attainment. Our professional development agendas indicate that we participate in staff-wide gallery walks on teacher UbD units to give peer feedback and to improve and modify our UbD units quarterly, as indicated by current student need. Staff PD agendas also reflect our development of a staircase curriculum; we meet as a staff regularly to determine which CCSS we will focus on each quarter and reflect on how the process is supporting our students' growth throughout each grade band. Grade bands also meet weekly to analyze student work, give peer feedback and collaborate to adjust instruction accordingly, our GLM agendas and notes reflect this. During GLM, teachers are also asked to submit Classroom Data Analysis Sheets and use data from NWEA, BAS assessments, teacher created assessments and student work to group their students and alter the groups appropriately as new data becomes available. Teachers are required to submit detailed lesson plans for their daily Academic Enhancement block so that they can demonstrate how they are differentiating that time to support all of their students' individualized needs in reading and math.

Columbus also keeps a Data Recording sheet where teachers are required to enter student grades, assessment scores and EL/Special Education status. This document is updated quarterly and guides our teachers with grouping, instruction and academic supports. Our teachers attend network professional development on a regular basis to enhance their instruction; time is given during grade band meetings so teachers can share what they've learned (agendas reflect this time).

Also, REACH observations indicate that due to regular student work analysis, peer feedback and instructional reflection that the majority of Columbus teachers have ratings of Proficient or above. The 5 Essentials Survey indicates that Columbus is strong in Ambitious Instruction and in having a Supportive Environment. Finally, teachers regularly communicate and collaborate with parents regarding instruction. Teachers keep sign-in sheets and agendas from parent meetings as well as communicate via email so that parents are aware of and updated on the latest instruction.

There is room to grow in Ambitious Instruction.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

Examples of MTSS are found in Gradebooks, attendance rates, SQRP results, the Five Essentials, staff handbook in regards to the grading policy, unit & lesson plans, and the assessment calendar. We implement CHAMPS on a daily basis and in all areas of the school. Teachers have been provided training in accessing MTSS through the counselor and can find the necessary protocol on google drive. They've been trained to use iReady Reading for progress monitoring and CHAMPS, and 2nd Step for the SEL supports. Teachers participate in on-going PD for Calm Classroom. The ILT uses the on-track data and shares this information during grade level team meetings. The SQRP indicates that we have grown from a Level 1 to a Level 1+ school and shows that we have above average growth in both student growth and attainment. Columbus has an established MTSS team that includes staff members experienced in interventions and the MTSS process; the meet regularly and keep detailed agendas and notes. The team also regularly follows up with teachers to see if they need any assistance with interventions. Our MTSS system is clearly developed and share with all teachers. There is an MTSS folder in the Google drive that clearly outlines the school's MTSS process, interventions available and progress monitoring. Columbus has recently started using the iReady program for both interventions and consistent progress monitoring. We have a Red Folder System, where each student that is on Tier III receives a red folder from the MTSS team. There is also a school-wide Tier III Google document that indicates each student that is on Tier III, the MTSS team regularly checks in with the teachers regarding these specific students. Columbus participates in the After School All-Stars program. We initially recruited for ASAS but asking teachers to recommend students that might need extra academic support. The first 45 minutes of ASAS is academic enrichment where students work on programs such as iReady that give them additional targeted academic support at their level. Several other programs are used regularly by teachers to support individualized student progress and growth, such as IXL, Sadlier and Raz-Kids. Teachers use these programs during Academic Enhancement and centers so that students can get additional, targeted supports. The programs also include reports to show both teachers and parents students progress. Student PLPs are also developed, implemented and updated for students in benchmark grades that require them. These documents are kept in Cityspan and reinforced with students.

Finally, the 5 Essentials survey shows that Columbus is strong in Ambitious Instruction and Supportive Environment and very strong in Collaborative Teachers. On the SQRP, attainment percentile in Reading 3-8 (73), Math 3-8 (86), and Math 2nd grade (78), were strong. Reading grade 2 attainment was very strong (97th). Our attendance rate is 96%. There is room for improvement in grade distribution. There is a disconnect between NWEA results and teacher given grades for some 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
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1 2 3 4

Student assessment work samples are analyzed during grade level team meetings, and by the ILT. Teachers provide feedback to students and use rubrics to help students take ownership of understanding the expected outcome. Students are encouraged (through the use of goal sheets and one-on-ones with teachers) to acquire a growth mindset: with time and effort they will be successful and learn. The SQRP indicates that we have grown from a Level 1 to a Level 1+ school and shows that we have above average growth in both student growth and attainment. The Columbus Teacher Handbook, that is accessible to all staff, indicates a clear grading policy that includes a school-wide grading scale, expectations for how grade should be entered per quarter and recommendations for how grades should be distributed. The principal regularly checks Gradebook and notifies teachers when additional grades are needed to give students a fair grade. Students in middle school that receive a D or F on their final grades are required to develop an improvement plan with their teachers; copies are kept for student records. Teachers' UbD units are required to include a clear assessment piece to determine student progress and success. Teachers give their students rubrics for large assignments and projects. This allows students to know what is expected of them and have the opportunity to obtain the grade they desire, if they follow the rubric.

On the SQRP, attainment percentile in Reading 3-8 (73), Math 3-8 (86), and Math 2nd grade (78), were strong. Reading grade 2 attainment was very strong (97th). The 5 Essentials survey shows that Columbus is Strong for Ambitious Instruction. In addition to CPS mandated assessments, Columbus teachers, 3rd - 8th, give the BAS three times a year. This gives teachers the Fountas and Pinnell letter level of each child, allowing them to scaffold and differentiate instruction in literacy. Students who are below grade level are progress monitored every 5 weeks to see if targeted instruction is improving their academic success.

Finally, an assessment calendar is developed for the CPS BOY, MOY and EOY testing windows; it is distributed to all staff.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

fundamental cause of student achievement, and are invested in student outcomes.

Sample data was pulled from: SQRP, Five Essentials and student works samples. Teachers use strategies to cultivate student curiosity. Objectives are posted and referred to throughout lessons. Columbus teachers are rated proficient or higher in 2b. On the SQRP, attainment percentile in Reading 3-8 (73), Math 3-8 (86), and Math 2nd grade (78), were strong. Reading grade 2 attainment was very strong (97th). In Ambitious Instruction on the Five Essentials, English Instruction (62 - Strong), Math Instruction (67 - Strong), Academic Press (55 - Neutral).

Objectives are posted in each classroom for literacy and math. The departmentalized classrooms post objectives for their core subject areas.

Teachers make connections to real-world experience and consistently communicate expectations that students can achieve at high levels. Students are working on self-assessing and use goal sheets to help monitor progress.

Middle school teachers create Student Actions Plans for students after the 1st and 2nd quarter report card for students with Ds and Fs to set goals on how they will improve their grades. The student, teachers and parents sign the plan and copies are kept.

Teachers individually set goals with students after the NWEA assessment on how students can meet their RIT goals using the Student Progress Report.

Students use a group work reflection rubric during projects at both the mid-way point and end of a project to evaluate level of participation and contributing within the group. Teachers set a tone of "there is always room for improvement" with their students and allow them to modify and improve their work, including classwork, homework and projects.

Teachers unit plans/lesson plans reflect that students are applying technology to enhance the quality of their work.

Teachers and students collaborate after school hours on student work including papers and projects, as evident by comments and editing notes in Google Docs.

The SQRP indicates that we have grown from a Level 1 to a Level 1+ school.

Students volunteer to take the MathCon test. They also take the time to be involved in other extra-curricular activities such as Science Fair, Battle of the Books and Spelling Bee. Rosters are available for all activities.

Kindergarten through 8th grade participates in Problems of the Month. Students work for an extended period of time and collaborate on the final result.

High quality student work is displayed to show student success and that high quality work is the expectation. It also serves as an example for what students can work toward.

Teachers give regular formative assessments/interim assessments and modify instruction based on student need. Student work and teacher plans serve as evidence.

Students are highlighted monthly for having all homework turned in, all class tests and quizzes passed, and for meeting behavioral expectations.

Guide for Culture for Learning

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

- Employ strategies including ongoing monitoring and support of students' academic behaviors.
- Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 3 4

We considered data from: the Five Essential, the framework for teaching, student surveys and the school climate survey. The Five Essentials indicate that Columbus has a strong supportive environment. Collaborative Teachers was rated as very strong. The Five Essentials survey indicates that 88% of students feel that they feel safe and comfortable with their teachers at school and 71% of students that teachers always keep their promises. Also, 85% of students feel that their teachers listen to their ideas. 87% of students feel that their teachers treat them with respect. The SQRP indicates that we have grown from a Level 1 to a Level 1+ school. Columbus teachers are rated proficient or higher in 1b and 2a.

Protocols are in place and norms are reviewed before meetings. The "safe space" is held sacred and agree to disagree without personalizing topics is the norm. The adults serve as mentors and are responsible for check-ins. They create opportunities for students to build positive relationships with peers. Upper grade students act as reading buddies for primary students.

Students have the opportunity to complete Hero in the Hallway forms on a regular basis to report any incidences that may be happening that they don't feel comfortable speaking up about. They also have the opportunity to recognize their peers and teachers for doing something great. HOH forms are saved for future reference.

Students have the opportunity to stay after school for open gym to build a stronger relationship with the physical education teacher, who is the only male teacher in the building. Permission slips are kept on file. During open gym, students need to demonstrate good sportsmanship to continue to participate.

Students that are not feeling well are sent to the office to call home to see if anyone can pick them up.

Students regularly volunteer at school events such as open house, literacy night, math night and multicultural night. Permission slips are kept on file.

Teachers respond to student work. They give suggestions, advise or praise to support a student and their hard work. Students also have the opportunity to come during recess or after school to get assistance from their teachers, students must sign up.

88% of parents come to report card pickup. Sign in sheets reflect this. The majority of parents that do not come to report card pick up do come in and sign for their child's report card within a couple of days.

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

We offer (6) competitive sports teams, chess club and band. Students may also sign up for after school arts via J@School. There is an active student council that meets with the counselor on a regular basis. Curriculum-based projects including service learning experiences are present at various grade level.

The SQRP indicates that we have grown from a Level 1 to a Level 1+ school.

We have an elected student council where students have school leadership and volunteer opportunities. Students must have a teacher's recommendation and run a fair election.

Students have the opportunity to create the Middle School Expectations. They are posted in each classroom. Students also participated in the creation of the PBIS matrix that the whole school uses and that is posted throughout the school.

Girls on the Run collected food items for a local pet shelter and went to the shelter to make toys for the animals.

We have a Little Explorers program where toddlers come with their parents to socialize and make crafts. This allows parents time to socialize with other parents and explore our school.

The Five Essentials survey report that 85% of students report that their teachers help them catch up if they're behind. 84% report their teachers notice if they have trouble learning something. 90% report that teachers give them specific suggestions on how they can improve in their class. 86% report that their teachers are willing to give extra help on their schoolwork. 94% report that their teachers explain things in a different way if they don't understand something in class.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.

- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

According to the 5 Essentials, 77% of students feel safe both in and around the school building and while they travel to and from home. 88% of Columbus Teachers scored Proficient or better on 2d Managing Student Behavior on their REACH evaluations. 100% of Columbus Teachers scored Proficient or better on 2a Creating an Environment of Respect and Rapport. 88% of Columbus Teachers scored Proficient or better on Managing Classroom Procedures. These components show a strong correlation between how safe the students feel and the abilities of the teachers to manage the classroom and school environment. According to Dashboard, there was a 71% decrease in fighting from 2014 to 2015. We attribute this to implementing a schoolwide SEL curriculum Second Step, CHAMPS, and PBIS schoolwide. This year we've added Calm Classroom to our repertoire of tools to use for SEL. We use restorative practices when a student breaks the student code of conduct, especially for levels 2-6. They must fill out a Student Action Plan and discuss their reflections and goals with the adult who is supervising detention. CHAMPS and PBIS is launched at the beginning of each year and the expectation is that they are implemented with fidelity by all stakeholders. Students have a voice is setting up the yearly expectations for all areas of the school and they keep posters of these charts in their classrooms to refer to throughout the year.

The SQRP indicates that we have grown from a Level 1 to a Level 1+ school.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).

- Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Using misconduct data, the Five Essentials and looking at frameworks, we developed the following: According to Dashboard, we have implemented restorative practices 386 times, compared to detention (18), out of school suspension (17), and in school suspension (20). On the Five Essentials, supportive environment is rated as strong. Columbus teachers are rated proficient or higher in 2a, 2d, and 4a.

We explicitly teach behavior and use positive discipline and natural consequences. Classroom instruction continues as students use "Choose to be Responsible" in class and reflections sheets. The expectation is that adults avoid power struggles and use the CHAMPS chart that is present in each classroom. Students are taught the expectations and help reinforce voice levels throughout the school. Students redirects are done quietly and respectfully.

The SQRP indicates that we have grown from a Level 1 to a Level 1+ school.

Students that serve detention complete a Student Action Plan where they reflect on why they have a detention, on what steps they can take to avoid detention and on two goals they have for the rest of the year. These sheets are kept in student discipline folders. Middle school students also complete a Choose To Be Responsible form in their classroom in order to be reflective to avoid a detention.

We have several preventative/positive behavior practices in place: PBIS, CHAMPS and Calm Classroom. We hang our PBIS and CHAMPS matrices throughout the building. We also have multiple Calm Classroom posters around the building to remind students of the programs and their techniques.

The counselor presents SEL standards and strategies at the beginning of the school year using a Powerpoint presentation.

The Five Essentials Survey reflects that we scored Strong in the Supportive Environment category.

All teachers do team building/relationship building activities in the beginning of the school year to build a strong relationship and a sense of community with their classes. This is reflected in their lesson plans.

Students with the highest number of misconducts receive more intensive supports such as Check-in/Check-out, increased parent communication, mentoring from our security guard and other SEL supports.

The counselor attended an Alternatives to Suspension workshop to bring different restorative practices to the school and to support students that do have behavior incidences.

Students in grades 6 - 8 participate in a weekly advisory class; among the topics in this class are good decision-making and anti-bullying.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

Evidence: LSC, PAC, BAC minutes, Five Essentials, principal and teacher newsletters, event agendas, response to Parent Support Center, report card pick-up rates, and other outreach efforts. We host events for parents to learn about our initiatives and district initiatives. We host Open House, literacy, math and science nights. We promote parent portal use, and assist parents in becoming volunteers. Several of our parents are employed as office help. Goal sheets are shared with parents as a means of keeping them informed of their child's progress on various assessments such as the NWEA and BAS, and also regarding class progress.

A Friends of Columbus group works closely with the principal to raise funds for improving instruction at Columbus.

Most flyers are sent home in English, Spanish, and Ukrainian, the three main languages of Columbus community.

Columbus School utilizes social media such as Facebook and Twitter to communicate events, news, and announcements to its families.

The SQRP indicates that we have grown from a Level 1 to a Level 1+ school.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

4 Expectations for Quality & Character of School Life: Relational Trust

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Elementary)

0 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	71.00	87.00	(Blank)	(Blank)
National School Growth Percentile - Math				
(Blank)	53.00	73.00	(Blank)	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	56.00	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Reading				
(Blank)	55.00	80.00	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Math				
(Blank)	61.00	40.00	(Blank)	(Blank)
English Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
National School Attainment Percentile - Reading (Grades 3-8)				
(Blank)	58.00	73.00	(Blank)	(Blank)
National School Attainment Percentile - Math (Grades 3-8)				

(Blank)	77.00	86.00	(Blank)	(Blank)
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	69.00	97.00	(Blank)	(Blank)
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National School Attainment Percentile - Math (Grade 2)

(Blank)	85.00	78.00	(Blank)	(Blank)
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	56.80	58.00	(Blank)	(Blank)
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Average Daily Attendance Rate

(Blank)	95.20	96.00	(Blank)	(Blank)
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My Voice, My School 5 Essentials Survey

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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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...

Increase teacher capacity to integrate CCSS, NGSS, and ESL strategies into practice through use of best practices in the content areas, use of UbDs aligned to CCSS to drive instructional improvement and using regular formative assessment strategies to measure student understanding.

Teachers continuing to integrate appropriate CCSS in planning and instruction while embedding WIDA standards in planning and instructing as well. Students will receive CCSS aligned rigorous tasks that meet their individual needs via differentiation including small group instruction, individual targeted support, and will continue to be engaged in the literacy and math instruction

increased student achievement, including English Learners and Diverse Learners, in specific Literacy, Math, and Science so that students achieve and surpass projected growth targets on the NWEA. 100% of teachers will participate in quarterly gallery walks to evaluate the alignment of CCSS and integration of WIDA standards in the UbDs. An increase of proficient or distinguished in 3c Student Engagement on REACH. W: what do we want to use as an interim indicator for progress monitoring the implementation of this strategy? IXL? BuzzMath? EngageNY Mid module?

Tags:

Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain

Area(s) of focus:

3, 2, 1, 4

Action step

Responsible

Timeframe

Evidence for status

Status

Reassess lead teachers by grade band, special education, bilingual, and ancillary to identify any changes in team structures

Administration designates lead teachers

Sep 26, 2016 to Oct 3, 2016

Lead teachers will be assigned, they will attend regular professional development in their respective content areas and will conduct teach backs to their teacher teams.

On-Track

Core Instruction, Teacher Teams/Collaboration, Instruction, Instructional practices, Academic gain

Lead teachers attend regular professional developments provided by CPS and outside providers on a quarterly basis.	Lead teachers	Aug 29, 2016 to Jun 30, 2018	Lead teachers bring back knowledge, activities, ideas, exit slips, powerpoint presentations and professional readings from their professional development.	On-Track
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Core Instruction, Teacher Teams/Collaboration, Instructional practices, Academic gain

Lead teachers facilitate professional development regarding new knowledge and skills with their teacher teams or school-wide if appropriate.	Lead teachers	Aug 28, 2017 to Jun 29, 2018	Sign in sheets and Agendas from teach-backs at GLM or flex day meetings.	On-Track
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Teacher Teams/Collaboration, Instructional practices, Academic gain, Core

After each TLI, and during PD planning time, teacher leaders will be scheduled to assess how new strategies can be embedded into current or future instruction and to ensure teach backs take place and monitoring of implementation occurs.	Administration and ILT	Aug 29, 2016 to Jun 30, 2018	Year long PD schedule; Learning Cycle Artifacts	On-Track
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Teacher Teams/Collaboration, Instructional practices, Academic gain, Professional development

A needs assessment will be conducted to identify Materials and resources that are necessary to sustaining UbD units and math core curriculum.	Administration; Teachers	Aug 29, 2016 to Jun 30, 2018	Spreadsheet of teacher requests on Google Drive; PO's for purchased materials	On-Track
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Differentiated instruction, Instructional material, Instructional planning

Once a month, during non-principal directed teacher team meetings, teachers will support the Implementation of the phonics program in primary (Sing Spell Read Write) by reviewing lesson planning, and providing supportive feedback via discussion rubric	Primary Teacher team	Sep 6, 2016 to Jun 22, 2018	Unit and Lesson Plans; formal and informal observations	On-Track
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Instructional practices, Academic gain, Instructional material

As teachers plan their UbDs, they will meet quarterly with gradeband peers, discuss, select, and use CCSS-aligned resources designed to build a classroom culture of productive student-to-student discourse.	Teachers	Aug 29, 2016 to Jun 22, 2018	Units and Lesson Plans; formal and informal observations; discussion rubrics	On-Track
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Academic gain, Instructional materials, Discourse

Teachers will identify instructional materials to ensure that all students have access to grade level, complex text, ensuring alignment to UbDs.

Administration; ILT, Teachers

Jul 1, 2016 to Sep 30, 2016

PO's; teacher requests via google drive spreadsheet; leveled texts of same topic;

Not started

Instructional material

Utilize technology such as chromebooks, smartboards, and ELMOs to support instructional goals and ensure the students can effectively utilize apps and programs to support student learning. Implement an online intervention programs such as LLI, iReady Reading, IXL Math, BuzzMath, Kahn Academy, RazKids. (Specific programs will be established after EOY data is analyzed) for the minimum usage expectation.

Teachers; Administration

Aug 29, 2016 to Jun 22, 2018

Chromebook cart schedule; usage reports from various online programs; formal and informal observations

On-Track

Technology, Aligned resources, Instructional material

Teachers will be trained on how to use MTSS to support literacy, math, and SEL instruction and how to integrate small group instruction into their current curricula so that math can be differentiated.

Counselor; MTSS committee members; ILT

Aug 29, 2016 to Sep 2, 2016

To be reviewed BOY each year. Agendas; sign in sheets; Red folder; formal and informal observations

Not started

MTSS, Academic gain, Instructional planning, Academic supports

K-3rd grade teachers will receive training on implementing the new math curriculum Envision Math

Administration; Teachers

Aug 29, 2016 to Jun 23, 2017

Agendas; sign in sheets; formal and informal observations

Not started

Professional Learning, Academic gain, Instructional material

Teachers regularly provide learning experiences that include rigorous tasks and strategies to increase productive student discourse and deepen conceptual understanding.

Teachers

Aug 29, 2016 to Jun 22, 2018

Formal and informal observations; unit and lesson plans

On-Track

Instructional practices, Academic gain, Rigorous tasks, Academic expectations

Peer observations will be conducted to ensure implementation of newly learned strategies from N5 PD

Admin; teacher peers

select

Peer observation protocol submitted to teacher and admin

Behind

Strategy 2

If we do...

...then we see...

...which leads to...



regularly and consistently analyze student work, formative and summative assessments, using regular formative assessment strategies to measure student understanding,

colleagues pushing each others' practice through questioning and feedback and teachers adapting and revising practices based on data. Students will be engaged in rigorous and robust instruction based on the identified areas of need.

reflective practices, differentiated instruction, improved student achievement, including English Learners and Diverse Learners, in specific Literacy, Math, and Science so that students achieve and surpass projected growth targets on the NWEA,

Tags:
Teacher Teams/Collaboration, Instructional practices, Differentiated instruction

Area(s) of focus:
3, 1, 2, 4

Action step	Responsible	Timeframe	Evidence for status	Status
Weekly grade band meetings are scheduled	Administration	select	sign-in sheets student work samples	On-Track

Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Teachers come prepared with student work samples analyzed	teachers	Sep 1, 2016 to Jun 18, 2018	Student Data Analysis Worksheet	On-Track
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English Learners, Assessment, Teacher Teams/Collaboration, Academic gain, Differentiated instruction, Formative, Feedback, Grade level meetings, Classroom rigor, Accountability, Data analysis

Teachers follow protocol to provide feedback to teachers' analysis	teachers	Sep 1, 2016 to Jun 18, 2018	Protocols; agendas, Student Analysis worksheets	On-Track
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Professional Learning, Teacher Teams/Collaboration

Identified students will be offered additional reading support at their instructional level for at least 60 minutes for up to 3 days a week after school.	Teachers	Oct 5, 2016 to Apr 14, 2017	Student Rosters for After School programming; improved assessment scores on NWEA and iReady Reading (or other online intervention program)	Not started
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Academic gain, Differentiated instruction, Data analysis, Academic supports

All students who are close to meeting or exceeding their growth target (cusp) will be identified via NWEA data by the 20th day of school	Teachers; ILT	Aug 29, 2016 to Jun 30, 2017	Data Recording Sheet	Not started
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Academic gain, Academic expectations, Accountability, Data analysis, Data tracking

All cusp students will meet growth targets on Spring 2015 NWEA	Teachers	Jun 23, 2017 to Jun 23, 2017	Data Recording Sheet; NWEA reports	Not started
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Instructional practices, Data analysis, Achievement

MTSS monitoring of progress by teachers.	Teachers; ILT	Oct 3, 2016 to Jun 22, 2018	Red Folder System; Data Recording Sheets; Anecdotal notes by Teacher	On-Track
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MTSS, Instructional practices, Differentiated instruction

Implement an online intervention programs such as LLI, iReady Reading, IXL Math, BuzzMath, Kahn Academy, RazKids. (Specific programs will be established after EOY data is analyzed)

Teachers

Sep 6, 2016 to Jun 29, 2018

Reports from intervention programs

On-Track

MTSS, Instructional practices, Academic gain, Differentiated instruction

Academic Enhancement Block will continue to be implemented so that students receive targeted assistance based on academic need.

Administration; Teachers

Aug 29, 2016 to Jun 22, 2018

Schedules; AE Instructional Ladder Lesson Plans

On-Track

MTSS, Instructional practices, Academic gain, Differentiated instruction

After quarterly assessments, teachers will confer with individual students and set goals for improvement.

ILT; Teachers

Aug 29, 2016 to Jun 22, 2018

Student Goal Sheets; Data Recording Sheets

Behind

Academic gain, Academic expectations, Student ownership

Instructional Leadership Team and/or Administration monitor the implementation of learning from professional development sessions and debrief with Teacher Leaders to adjust and refine professional development accordingly.

ILT; Teachers

Aug 29, 2016 to Jun 22, 2018

Agendas; sign in sheets; formal and informal observations

Not started

Professional Learning, Instructional practices, Accountability

All teachers use formative assessments regularly to uncover student misconceptions while engaging students in grade-level appropriate content in order to best inform future instruction.

Teachers; Administration

Aug 29, 2016 to Jun 22, 2018

Students formative assessment samples; Student Work Analysis sheet; GLM agendas

On-Track

Instructional practices, Academic gain, Assessments, Data analysis, Data tracking

Strategy 3

If we do...

Professional Development (PD) given to teachers around ESL and differentiation strategies to use in their classrooms; School, Network and Citywide PD opportunities

...then we see...

implementation of best ESL and differentiation practices, student data analysis and improved teacher practice across grade bands. Students will be engaged in various learning activities that incorporate scaffolded strategies that will allow them access to grade level content.

...which leads to...

revising and more rigorous teacher planning and practice; increased student achievement, including English Learners and Diverse Learners, in specific Literacy, Math, and Science so that students achieve and surpass projected growth targets on the NWEA,

Tags: Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Area(s) of focus: 3, 1, 2, 4

Action step	Responsible	Timeframe	Evidence for status	Status
Quarterly Gallery walks	administration; ILT	Jul 1, 2016 to Jun 30, 2018	Agenda, sign-in sheets, reflection sheets	On-Track

Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Standards are selected for the focus of the gallery walk	ILT	Sep 1, 2016 to Jun 18, 2018	ILT agendas, gallery walk protocol	On-Track
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Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Teachers:implement UbDs, plan and deliver lessons and assessments in preparation for gallery walk. They then gather and analyze student work to be presented.	Teachers	Sep 1, 2016 to Jun 18, 2018	Student work, analysis sheets, reflection sheets	On-Track
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Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Colleagues take notes, analyze student work and develop constructive feedback to push instructional practice.	Teachers, staff	Sep 1, 2016 to Jun 18, 2018	Colleague analysis sheets of student analysis work, agendas	On-Track
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Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Teachers will be provided differentiated professional development opportunities outside of CPS.	Administration, ILT, Teachers	Aug 29, 2016 to Jun 30, 2018	Flyers from PD opportunities; agendas from PD workshops	On-Track
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Professional Learning, Instructional practices

Teachers differentiate instruction for the language proficiency levels using World-Class Instructional Design and Assessment (WIDA) English Language Development standards and Can Do's when instructing in English.	Administration; ILT	Jul 1, 2016 to Jun 22, 2018	Units and Lesson Plans; formal and informal observation	Not started
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English Learners, Instructional practices, Differentiated instruction

Administration and ILT develop a SY17 professional development calendar by August 2016 that supports the sharing of learning for the content areas, differentiation, and ESL PD.	Administration and ILT	Jul 1, 2016 to Aug 26, 2016	SY17 Foci; Completed Prof. Dev. Plan template	Not started
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Teacher Teams/Collaboration, Academic gain, Professional development, Academic expectations

Strategy 4

If we do...

Support students via SEL practices

...then we see...

improved student attendance, increase in appropriate behavior choices, and intrinsic motivation

...which leads to...

improvement in student academic and social/emotional success.

Tags:

Behavior and Safety, SEL, Academic gain

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Continue to implement PBIS, CHAMPS, and Calm Classroom school wide.	Columbus Staff	Aug 29, 2016 to Jun 29, 2018	Anchor charts on walls; Safety and Climate data on Dashboard; Data on Verify; Data on Columbus Discipline Referral Sheet	On-Track
Identify Tier 2 and 3 students for targeted supports	Classroom Teacher, counselor	Aug 29, 2016 to Jun 29, 2018	Red Folder MTSS system; Columbus Discipline Referral Sheet; Gradebook	On-Track
Create action plans for Tier 2 and 3 students to target behavioral needs.	Classroom Teacher, counselor	Aug 29, 2016 to Jun 29, 2018	Parent/Student/Teacher contracts; Red Folder MTSS system	On-Track
Continue to utilize 2nd Step as a Tier 1 SEL curriculum in each classroom.	Classroom Teacher	Aug 29, 2016 to Jun 29, 2018	Lesson Plans; use of kit resources; Administration monitoring via observations	On-Track
Monitor attendance and identify students who have low attendance rates.	Classroom Teacher, ILT, and Counselor	Aug 29, 2016 to Jun 29, 2018	Dashboard; Red Folder MTSS system; 5 and 10 day letters	On-Track
Continue to implement Attendance Action plan for students with attendance concerns.	Clerk, Counselor, Classroom Teacher, ILT	Aug 29, 2016 to Jun 29, 2018	Dashboard; Red Folder MTSS system; 5 and 10 day letters	On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>+ Reassess lead teachers by grade band, special education, bilingual, and ancillary to identify any changes in team structures</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Core Instruction, Teacher Teams/Collaboration, Instruction, Instructional practices, Academic gain</p>	Administration designates lead teachers	Sep 26, 2016	Oct 3, 2016	On-Track
<p>+ Lead teachers attend regular professional developments provided by CPS and outside providers on a quarterly basis.</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Core Instruction, Teacher Teams/Collaboration, Instructional practices, Academic gain</p>	Lead teachers	Aug 29, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Lead teachers facilitate professional development regarding new knowledge and skills with their teacher teams or school-wide if appropriate.</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Teacher Teams/Collaboration, Instructional practices, Academic gain, Core</p>	Lead teachers	Aug 28, 2017	Jun 29, 2018	On-Track
<p>✦ After each TLI, and during PD planning time, teacher leaders will be scheduled to assess how new strategies can be embedded into current or future instruction and to ensure teach backs take place and monitoring of implementation occurs.</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Teacher Teams/Collaboration, Instructional practices, Academic gain, Professional development</p>	Administration and ILT	Aug 29, 2016	Jun 30, 2018	On-Track
<p>✦ A needs assessment will be conducted to identify Materials and resources that are necessary to sustaining UbD units and math core curriculum.</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Differentiated instruction, Instructional material, Instructional planning</p>	Administration; Teachers	Aug 29, 2016	Jun 30, 2018	On-Track
<p>✦ Once a month, during non-principal directed teacher team meetings, teachers will support the Implementation of the phonics program in primary (Sing Spell Read Write) by reviewing lesson planning, and providing supportive feedback via discussion rubric</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Instructional practices, Academic gain, Instructional material</p>	Primary Teacher team	Sep 6, 2016	Jun 22, 2018	On-Track
<p>✦ As teachers plan their UbDs, they will meet quarterly with gradeband peers, discuss, select, and use CCSS-aligned resources designed to build a classroom culture of productive student-to-student discourse.</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Academic gain, Instructional materials, Discourse</p>	Teachers	Aug 29, 2016	Jun 22, 2018	On-Track
<p>✦ Teachers will identify instructional materials to ensure that all students have access to grade level, complex text, ensuring alignment to UbDs.</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Instructional material</p>	Administration; ILT, Teachers	Jul 1, 2016	Sep 30, 2016	Not started
<p>✦ Utilize technology such as chromebooks, smartboards, and ELMOs to support instructional goals and ensure the students can effectively utilize apps and programs to support student learning. Implement an online intervention programs such as LLI, iReady Reading, IXL Math, BuzzMath, Kahn Academy, RazKids. (Specific programs will be established after EOY data is analyzed) for the minimum usage expectation.</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Technology, Aligned resources, Instructional material</p>	Teachers; Administration	Aug 29, 2016	Jun 22, 2018	On-Track
<p>✦ Teachers will be trained on how to use MTSS to support literacy, math, and SEL instruction and how to integrate small group instruction into their current curricula so that math can be differentiated.</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, MTSS, Academic gain, Instructional planning, Academic supports</p>	Counselor; MTSS committee members; ILT	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ K-3rd grade teachers will receive training on implementing the new math curriculum Envision Math</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Professional Learning, Academic gain, Instructional material</p>	Administration; Teachers	Aug 29, 2016	Jun 23, 2017	Not started
<p>✦ Teachers regularly provide learning experiences that include rigorous tasks and strategies to increase productive student discourse and deepen conceptual understanding.</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain, Instructional practices, Academic gain, Rigorous tasks, Academic expectations</p>	Teachers	Aug 29, 2016	Jun 22, 2018	On-Track
<p>✦ Peer observations will be conducted to ensure implementation of newly learned strategies from N5 PD</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain</p>	Admin; teacher peers			Behind
<p>✦ Weekly grade band meetings are scheduled</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices</p>	Administration			On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers come prepared with student work samples analyzed</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, English Learners, Assessment, Teacher Teams/Collaboration, Academic gain, Differentiated instruction, Formative, Feedback, Grade level meetings, Classroom rigor, Accountability, Data analysis</p>	teachers	Sep 1, 2016	Jun 18, 2018	On-Track
<p>✦ Teachers follow protocol to provide feedback to teachers' analysis</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, Professional Learning, Teacher Teams/Collaboration</p>	teachers	Sep 1, 2016	Jun 18, 2018	On-Track
<p>✦ Identified students will be offered additional reading support at their instructional level for at least 60 minutes for up to 3 days a week after school.</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, Academic gain, Differentiated instruction, Data analysis, Academic supports</p>	Teachers	Oct 5, 2016	Apr 14, 2017	Not started
<p>✦ All students who are close to meeting or exceeding their growth target (cusp) will be identified via NWEA data by the 20th day of school</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, Academic gain, Academic expectations, Accountability, Data analysis, Data tracking</p>	Teachers; ILT	Aug 29, 2016	Jun 30, 2017	Not started
<p>✦ All cusp students will meet growth targets on Spring 2015 NWEA</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, Instructional practices, Data analysis, Achievement</p>	Teachers	Jun 23, 2017	Jun 23, 2017	Not started
<p>✦ MTSS monitoring of progress by teachers.</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, MTSS, Instructional practices, Differentiated instruction</p>	Teachers; ILT	Oct 3, 2016	Jun 22, 2018	On-Track
<p>✦ Implement an online intervention programs such as LLI, iReady Reading, IXL Math, BuzzMath, Kahn Academy, RazKids. (Specific programs will be established after EOY data is analyzed)</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, MTSS, Instructional practices, Academic gain, Differentiated instruction</p>	Teachers	Sep 6, 2016	Jun 29, 2018	On-Track
<p>✦ Academic Enhancement Block will continue to be implemented so that students receive targeted assistance based on academic need.</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, MTSS, Instructional practices, Academic gain, Differentiated instruction</p>	Administration; Teachers	Aug 29, 2016	Jun 22, 2018	On-Track
<p>✦ After quarterly assessments, teachers will confer with individual students and set goals for improvement.</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, Academic gain, Academic expectations, Student ownership</p>	ILT; Teachers	Aug 29, 2016	Jun 22, 2018	Behind
<p>✦ Instructional Leadership Team and/or Administration monitor the implementation of learning from professional development sessions and debrief with Teacher Leaders to adjust and refine professional development accordingly.</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, Professional Learning, Instructional practices, Accountability</p>	ILT; Teachers	Aug 29, 2016	Jun 22, 2018	Not started
<p>✦ All teachers use formative assessments regularly to uncover student misconceptions while engaging students in grade-level appropriate content in order to best inform future instruction.</p> <p>Tags: Teacher Teams/Collaboration, Instructional practices, Differentiated instruction, Instructional practices, Academic gain, Assessments, Data analysis, Data tracking</p>	Teachers; Administration	Aug 29, 2016	Jun 22, 2018	On-Track
<p>✦ Quarterly Gallery walks</p> <p>Tags: Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices</p>	administration; ILT	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ Standards are selected for the focus of the gallery walk</p> <p>Tags: Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices</p>	ILT	Sep 1, 2016	Jun 18, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers:implement UbDs, plan and deliver lessons and assessments in preparation for gallery walk. They then gather and analyze student work to be presented.</p> <p>Tags: Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices</p>	Teachers	Sep 1, 2016	Jun 18, 2018	On-Track
<p>✦ Colleagues take notes, analyze student work and develop constructive feedback to push instructional practice.</p> <p>Tags: Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices</p>	Teachers, staff	Sep 1, 2016	Jun 18, 2018	On-Track
<p>✦ Teachers will be provided differentiated professional development opportunities outside of CPS.</p> <p>Tags: Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Professional Learning, Instructional practices</p>	Administration, ILT, Teachers	Aug 29, 2016	Jun 30, 2018	On-Track
<p>✦ Teachers differentiate instruction for the language proficiency levels using World-Class Instructional Design and Assessment (WIDA) English Language Development standards and Can Do's when instructing in English.</p> <p>Tags: Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, English Learners, Instructional practices, Differentiated instruction</p>	Administration; ILT	Jul 1, 2016	Jun 22, 2018	Not started
<p>✦ Administration and ILT develop a SY17 professional development calendar by August 2016 that supports the sharing of learning for the content areas, differentiation, and ESL PD.</p> <p>Tags: Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Teacher Teams/Collaboration, Academic gain, Professional development, Academic expectations</p>	Administration and ILT	Jul 1, 2016	Aug 26, 2016	Not started
<p>✦ Continue to implement PBIS, CHAMPS, and Calm Classroom school wide.</p> <p>Tags: Behavior and Safety, SEL, Academic gain</p>	Columbus Staff	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ Identify Tier 2 and 3 students for targeted supports</p> <p>Tags: Behavior and Safety, SEL, Academic gain</p>	Classroom Teacher, counselor	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ Create action plans for Tier 2 and 3 students to target behavioral needs.</p> <p>Tags: Behavior and Safety, SEL, Academic gain</p>	Classroom Teacher, counselor	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to utilize 2nd Step as a Tier 1 SEL curriculum in each classroom.</p> <p>Tags: Behavior and Safety, SEL, Academic gain</p>	Classroom Teacher	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ Monitor attendance and identify students who have low attendance rates.</p> <p>Tags: Behavior and Safety, SEL, Academic gain</p>	Classroom Teacher, ILT, and Counselor	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to implement Attendance Action plan for students with attendance concerns.</p> <p>Tags: Behavior and Safety, SEL, Academic gain</p>	Clerk, Counselor, Classroom Teacher, ILT	Aug 29, 2016	Jun 29, 2018	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

- 6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
- 7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

NCLB parent meetings are held throughout the year and parents are encouraged to attend these meetings with our NCLB coordinator. The CIWP coordinator sent a letter home to all parents inviting them to attend a meeting to work on creating the parent involvement plan and policy. CIWP plans and progress are discussed at LSC meetings where parents are invited to attend as well.

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

NCLB meetings are held at a time decided on as most convenient by the parents. The NCLB coordinator speaks with parents both when they are dropping them off at school as well as picking them up from school to remind them about the upcoming meetings. When area NCLB meetings are held, the NCLB coordinator arranges transportation and carpooling among parents so that as many as possible may attend. The informational meeting will take place on Sept. 20, 2016 at 1:30 p.m. and the organizational meeting will take place on October 18, 2016 at 1:30 p.m.

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.

All information is given to parents at NCLB meetings, open house in the fall, and 1st and 3rd quarter report card pick up dates.

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 school will respond to suggestions by presenting to the administration. If the administration okays the ideas, they may then be presented to the staff. Parent suggestions and input can also be given at LSC meetings as well as NCLB meetings.

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.

Report cards are provided every ten weeks, with parents picking up report cards from their child's teacher at the end of the first quarter and the end of the second quarter. Every five weeks progress reports are sent home with the current grades of each student. Progress reports are to be shown to parents and signed and returned to school so that teachers know that parents are aware of their child's progress at least every five weeks.

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.

The Board of Education is responsible for notifying parents of students who are taught by teachers who are not considered to be highly qualified.

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 given information on these topics at NCLB meetings. Newsletters/flyers are also sent home to parents on how to work with their children at home. A yearly calendar is sent home showing when assessments are given and what they are, e.g. NWEA, DIBELS, PARCC. The principal hosts informational meetings at least twice a year to describe assessments, what they measure, and what their child can expect.

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.

Teachers are available by both phone and email for any parents that have questions about working with their children. In addition, Columbus has staff members who are available to translate for parents whose native language is not English. The school has also provided, and will continue to provide, parents who request help, information about free or reduced cost tutoring or homework help programs.

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.

Staff are educated by our NCLB coordinator as well as administration on the value of parent contributions in the education of their children. Teachers are encouraged to reach out to parents whenever possible and are available before or after school, as well as prep periods to communicate with parents concerning their children's education.

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.

Columbus has a preschool program, Preschool for All. Two times a year the preschool teacher holds parent workshops. These workshops teach the parents how to work with their children at home to prepare them for kindergarten both socially and academically. They are also given access to virtual Pre-K in order to utilize the resources found there. Lastly, during drop-off time, all parents stay with their child to help them get settled in and read a short story together. This eases transition and gives parents an opportunity to participate with their child in the classroom on a daily basis.

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.

Information sent home to parents is generally sent home in 3 different languages: English, Spanish, and Ukrainian. In addition, Columbus has staff members available to translate additional material a parent may not understand.

Policy Implementation Activities

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

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

n/a

Parent Compact

Complete

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

The mission of Columbus School is to challenge our students to succeed in all academics disciplines. Our unique partnership within our community allows us to provide multi-faceted enrichment programs as well as enhance our use of technology in the classrooms. We will work collaboratively to create an environment that will foster the growth and development of the whole child and promote lifelong learning in all academic disciplines.

The vision of Columbus School is to motivate its students regardless of gender, race, nationality, or religion. We endeavor to inspire all students including those with diverse needs, languages, and cultures to become global citizens. Our students will strive for excellence and take an active and responsible role in their learning.

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

Parent and teacher conferences are scheduled at the end of the first quarter, Nov. 9, 2016, and the end of the third quarter, April 19, 2017, in order for parents to pick up their children's report cards. Parents can also schedule conferences with teachers before or after school, or on the teacher's prep periods.

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

Columbus provides progress reports on the 5th, 15th, 15th and 35th week of school that are sent home, signed and returned to school. In addition, report cards are provided after the 10th, 20th, 30th and 40th week of school. Parents may also contact the teacher for information as to how their child is doing.

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

Staff is available on their prep periods. Parents may check in the office to inquire as to when a specific teacher's prep time is and to set up an appointment to meet with that teacher.

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.

Parents are welcomed and encouraged to volunteer for field trips as well as various other activities set up by the teacher. The office staff accepts volunteers to help with various tasks around the school as well. Parents may set up times to participate in and observe classroom activities with each individual classroom teacher.

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

Parent can assist learning by making sure their child is to school on time. Present for as many days as possible, helping with homework, communicating with the teacher and being involved with the school. If a parent would like more specific information as to how they can assist their child with learning, they may contact classroom teachers for further information and support.

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

Parents can consult with the school via various committees (NCLB, bilingual, etc) LSC meetings, open house, family nights, etc. Columbus promotes an open door policy in which all parents are encouraged to share their ideas and opinions with staff.

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

Students will share the responsibility by coming to school on time and prepared with a willingness to learn. Students should give their best effort and have a positive attitude. Students should feel comfortable enough to ask staff members for extra assistance when it is needed.

Parent Budget

Complete

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

Increase parent involvement through face to face meetings. To have access to resources for parents to use to assist them in helping with their child's education.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 806 .00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	500	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	1074	.00