William E Dever Elementary School (/school-plans/121) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Rita Ortiz	Principal	rortiz@cps.edu	Has access
Rachel Mota	Assistant Principal	RAMota@cps.edu	Has access
Tabita Sherfinski	Teacher	tssherfinski@cps.edu	No Access
Barrera Maretzy	Teacher	mbarrera@cps.edu	No Access
Kelly Novello	Teacher/ILT/PBIS	klnovello@cps.edu	No Access
Kelli Ward	Diverse Learner Teacher/ILT	kward18@cps.edu	No Access
Amanda Rachmaciej	Fine Arts Teacher/ILT	ajrachmaciej@cps.edu	No Access
Anthony Gobetz	Bilingual /EL Teacher	ajgobetz@cps.edu	No Access
Mike Rosenstiel	Teacher	merosenstiel@cps.edu	No Access
Jessica Blaul	Teacher	jmblaul@cps.edu	No Access
Deena Carroll	LSC Teacher Representative/PPLC	dkcarroll@cps.edu	No Access
Chiara Zelko	LSC Teacher Representative/PPLC	cezelko@cps.edu	No Access
Norma Bruno	Parent Representative	nlbruno@cps.edu	No Access
Meghan Raykovich	Teacher/ILT/PBIS	maraykovich@cps.edu	No Access

Team meetings

Date	Participants	Topic
01/28/2016	ILT	Introduction to CIWP

02/01/2016	ILT	SEF and collecting evidence
02/03/2016	Health and Wellness Committee, Dever Parents & Dunning Library Manager	Safety and order of Dever students in the community and at the Dunning Library
02/05/2016	Dever Staff	Staff participated in a ghost walk to capture evidence for the SEF
02/10/2016	PBIS Committee	We reviewed the data results from the middle school students
02/11/2016	ILT	We rated ourselves using the ILT Effectiveness rubric
03/17/2016	ILT	We wrote our strategies for the CIWP
04/04/2016	Teachers and administration	Shared strategies with staff and asked them for their input for our action steps
04/06/2016	Grade level teacher teams and DL teachers	Develop action steps for our 3 CIWP strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1   2   **3**   4

In terms of the leadership and collective responsibility, it is evident that there is a set direction and a sense of purpose for a shared vision. For example, Dever's vision statement is posted in all classrooms. Morning meetings are conducted in classrooms to build a positive learning environment for all students. The PBIS committee created and posted Behavior Matrix with common expectations for students to follow for all locations in the school. In order to address social and emotional learning, teachers in every grade level teach Second Step. All staff members take ownership and responsibility for all Dever students in the school by using restorative practices and re-teaching expectations. There are opportunities for teachers to capitalize on their leadership skills and mentor their colleagues at Dever. Some examples of this are: Teachers lead committee meetings for Science, Fine Arts, ELA, Math, Health and Wellness, Teachers lead professional development for staff members using the Framework for Teaching. Staff collaborate and use assessment data to guide their unit planning and instruction. Teachers are members of the following established organizations: LSC, PPLC, PBIS, PPC, MTSS. The teachers have a voice in the selection of curriculum being implemented at the school. In addition, there is a team of teachers that mentor new staff members to Dever.

According to the Five Essentials:

97% of teachers believe the school leadership team presses teachers to implement what they have learned in professional development.
96% of teachers report the school leadership team provides support to improve teaching.
92% indicate the school leadership team provides useful feedback to improve teaching.
92% of staff agree that once we start a new program, we follow up to make sure that it's working.
87% feel curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.
97% feel there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.
Collaborative teaching - strong on survey; develop materials and activities, instructional strategies

There is a need for the following:
- Observations of classrooms for feedback and ideas for instruction
- Collaboration and PD on various aspects of Framework for Teaching
- PDs for new teachers
- Scheduling for the purpose of disseminating information
- Balance between teacher choice and principal-directed PD

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 **2** 3 4

> Based on the ILT effectiveness rubric we determined that we are partially effective as an ILT Team. We scored well in the following components: team composition is appropriate and shares leadership for improving teaching and learning, the meetings are scheduled and frequent, the team uses protocols and data appropriately and asks questions, the team uses timely and relevant data and the team is collaborative. The components we rated ourselves weak in are: team facilitates cycles of learning and problem solving in teacher teams and the team is productive and meetings result in insight and action or strategy adjustment.

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	✓ 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

1 **2** 3 4

Select and design professional learning (PL) to achieve school-wide improvement, including closing the priority achievement gaps.

At the beginning of the year meetings, we should re-visit, in our grade level teams (plus Team Awesome) inclusive of at least one SPED and one ESL certified teacher for each team, the REACH PT, PARCC, NWEA, MTSS, and ACCESS data to re-evaluate areas of concern and growth. Currently DL and EL learners are demonstrating the priority achievement gaps. Looking at the data by grade level with the added insight of SPED and ESL certified teachers will help us to determine a plan for focusing our instruction for the year. There was a vote that each grade level team should then determine an area of concentration for their learning cycles, based on the data. Learning cycles would then be tailored to the needs of the team based on this identification and this would help to address differentiation for our instructional realities. The focus of the school for all instructional realities should be best practices in EL instruction to help close the gap for our EL students. SQRP data shows growth for ELs and challenges for DLs. We do need to be mindful of the number of students represented in these groups. A suggestion would be the focus of the school include both EL and DL. Provided that there are flex days next year, we would recommend that the 30 min. of flex day time that is Principal Directed be devoted to whole staff PD and the PDP time be more strongly concentrated on individual learning cycles by team. A vote on further concentrations would need to pass through PPLC based on any new trends seen in data or identified in our CIWP process.

Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)

There was an acknowledgement by PPLC members that this has been a challenge in recent years as district priorities change frequently. The PPLC would like to develop a written PD plan in conjunction with administration to address PD for next year in advance after grade level teams have met at the beginning of the next school year, but still within those first few days. PD plans are due from principals to their Network Chiefs by the second week of August. Decisions would need to be made for 2016-2017 prior to the end of this school year since there would be no PPLC in place over the summer. Could we devote a PDP or two and the last flex day to looking at the data points and self-identifying the area of need? Excellent idea. We could identify needs, based on the most current data available, and also have time over the summer to plan the PD so we have an immediate start. This way, PDP's, SIPAAA/CIWP and Flex day agendas can be tentatively set in advance increasing continuity and communication about expectations. This would also allow PPLC, ILT and Admin. to gather materials that would meet the needs of the grade level teams and identify persons on staff to provide additional support, if needed to teams based on their self-identified needs which has been embedded in the most recent data. Looking at the last two years, the PPLC/ILT/Admin. team can guestimate other types of PD time that may need to be spent...ie. CIWP updating, testing training, reviewing data, etc.

Structure time for teachers to collaborate and learn together.

PPLC acknowledged there are a lot of opportunities built-in to existing schedules for this to happen and teachers do meet regularly to collaborate, but the way in which we do so and the structure for how it happens needs to be re-evaluated and updated to meet new needs. To this end, we would like to re-iterate the intent of Committees and establish two chairpersons for each content level committee...one for event planning and one for curriculum/instruction focus. We also discussed limiting the number of committees a person could join AND perhaps ensuring that at least one teacher from each grade is on the content area committees; i.e. on a grade level team having one literacy person, one math person and one science/social science person. This would ensure that every grade had a representative at each committee. Committees were intended to continue meeting to discuss curriculum/instruction even after events concluded...that has not been the case 100% this year and we are hoping that by having a clearer sense of two chairs and two roles that will help alleviate the problem. Additionally, by having the tentative, year-long PD plan in place by the end of the first week of meetings at the start of the year, (same edit - PD plans are due from principals to their Network Chiefs by the second week of August. Decisions would need to be made for 2016-2017 prior to the end of this school year since there would be no PPLC in place over the summer. Could we devote a PDP or two and the last flex day to looking at the data points and self-identifying the area of need? teachers would know in advance what their responsibilities were for each committee meeting, PDP, Flex day, CIWP/SIPAAA day (as well as can be determined in advance with a little wiggle room). Agendas, schedules and locations could be put in place well in advance, lessening confusion and increasing preparedness.

In regards to peer observations/learning walks, if we spend time as grade level teams determining our area of concentration, we should be able to conduct short observations/learning walks of each other's classrooms to provide feedback to each other during our learning cycles. We suggest using protocols, similar to the ones from NSRF, for conducting this type of work and pre-determining what those will be.

This would also address professional inquiry to advance student learning. The key to the success of this component is allowing teacher teams to determine what the learning cycles need to be, this will increase buy-in and motivation to continue as well as polish professional practice. If we want to use PDP time, any thoughts on how middle school content area teachers can meet since their prep time is not at the same periods? Two grades have a common planning time...this is not exclusive of the Flex time which would still be content committees.

Make 'safe practice' an integral part of professional learning.
Reiterating what was mentioned in preceding sections, teachers are willing and excited to participate in learning cycles, as long as grade level teams get to determine their own areas of need based on student data AND they receive training on how to enact these appropriately. We recommended the use of protocols and materials/resources that are selected by a joint PPLC/ILT/Admin team.

Monitor implementation to ensure staff uses new knowledge to improve practice and it is having desired effect on practice and student outcomes.

We acknowledged that pop-in visits from Admin could address some of this in combination with learning cycle work. Learning cycles will need measurable goals to have accountability for improving practice. Learning cycles would be based on the data that each team reviews and then self-identifies their area of need...ie looking at all of the data points available, they would determine, based on that data an area of need for their learning cycle which would be measurable because it is based on the data points. The key is still teacher selection of focus/learning and training.

Provide induction and support for new teachers.

We acknowledged we do have a new teacher "training program" that is managed in-house by a Teacher Lead Mentor and new teachers also get support from the district with assigned mentors for their first two years. We did discuss revamping the program and assigning new teachers, whether new to Dever or new to teaching, a non-grade level, but yes grade-band, teacher mentor to show them the ropes of the Dever way. Attendance at new teacher meetings has been sketchy, so Deena is going to write out a schedule for meetings for next year and get topics/speakers in advance. This way, teachers will receive that schedule at the beginning of the year and can plan to attend. We also discussed opening up these meetings to existing/experienced teachers who may want to come and talk/refresh their learning on the topic at hand. This would also help with structuring time for teachers to meet and collaborate and engage in ongoing professional development to improve their practice. For example, if a teacher scored low on their Reach for questioning and the teacher training program had a session on that, an existing/experienced teacher could choose to attend that/those session(s).

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	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
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	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

> The school day is designed to respond to student needs. For example, there are enrichment block used for intervention, recess is provided daily and the staff votes for schedule modifications. The principal aligns the budget to the CIWP priorities and the mission of the school by presenting fund allocation to staff and PPLC. The purchase orders are streamlined according to PPC-coordinated supply list
> Google form wishlist.
>
> There are protocols in place to hire new staff members at Dever to ensure that all students have fair access to high-quality teachers in the school. In addition, related service providers push in to collaborate and observe.
>
> There have been outreach efforts to engage community members as partners and resources. This included the following: parents as active members of school committees , LSC parent is president of Dunning Neighborhood Association, library ambassadors and parents are recess coaches.
>
> Dever partners with organizations that share the values of the school and have a complementary mission to the school's vision. The current partnerships are with: local businesses, Dunning Branch Library, Young Rembrandts, Zumba and Discovery Language.
>
> There is a need for need more focused partnerships with organizations

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.

- Use grant funds strategically to support areas of highest need.
- Maximize the use of supplemental funding to close any priority group achievement gaps.
  - **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
  - **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
  - **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
    - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
    - Use an interview process including a protocol for questioning and select highly qualified candidates.
    - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
    - Check teachers' previous performance at CPS schools.
  - **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
    - Ensure all students have fair access to high-quality teachers in the school.
  - **Effectively utilize Related Service Providers at the classroom level.**
  - **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
    - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
    - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
    - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
    - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Curriculum:

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

Score

1 **2** 3 4

The literacy units in Kindergarten through Fifth grade are aligned to the CPS scope and sequence for language arts. The units are often interdisciplinary and focus on reading, writing, science and social studies. During Daily 5 students are provided with texts that are appropriate for their independent reading levels and language proficiency. For ELL and DL students teachers use on-line programs like readtheory to assist with the differentiation of skills to scaffold learning. As students transition to the middle school for English Language Arts the unit plan and lesson plans adhere to the curriculum map which provides vertical alignment, including unifying concepts, essential questions, reading complex texts and performance assessments. Informational texts, formulating arguments and novel studies are also components in the middle school ELA curriculum.

Areas where we need to improve in are using literacy benchmark assessments with more fidelity. In middle school, ELA teachers expressed concern for more real world applications in the classroom.

For mathematics, grades K-5 teachers use EnVision Math which is aligned to CCSS. Teachers utilize the pacing guide and online resources as a supplement to the textbook and advanced knowledge of math concepts. In grades 6-8 teachers follow the CPS Content Framework, using GO Math curriculum, which is aligned to the common core standards. Units of instruction are developed through big ideas and essential questions which vertically align standards The GO Math curriculum provides differentiated instruction, access to diverse learners, EL students as well as advanced students. The math curriculum engages students in real-world problem solving daily as well as motivates students through technology. Essential Questions are evident in lesson plans and unit plans. Math Problem of the Day as evident in google drive. Math Problem of the Month are taken from the knowledge center and Benchmark Assessments are taken from the knowledge center and documented in CIM. Formative Assessment Lessons taken from GOMATH and supplemented materials discussed in instructional materials. The next plan of action would be to vertically align 5th to Algebra to contain common vocabulary and share resources from grade to grade.

Teachers in grades K-5 use the Foss program with their students as well as field trip based learning to support curriculum goals. For example, fifth grade went to the Museum of Contemporary Art to create artworks to exemplify the works of artist that was taught in art class. They examined real works and created their own 3D works with actual artist. They also went to Science and Industry and viewed the real world exhibits entitled Microworlds. This correlated with their unit on cells and microworld.

In the middle school, teachers use the Lab-Aids curriculum to Identify the essential understandings, what students should learn in greater depth. Pacing guides using the CPS Department of Mathematics & Science website along with Loyola University's Middle Grade Science Teacher Resource Page to identify essential understandings. The overarching Next Generation Science Standards are also used in all of the lesson and unit plans that include the science and engineering practices, along with the core concepts, and crosscutting concepts. Student have the opportunity to experience field-based learning through partnerships with colleges and universities, For example, Dr. Dipinto from NLU comes into classroom 4 to 5 times a a year to work with students. Students input data into Google Sheets to share data with each other and raise confidence in their results. Students use Google Classroom to respond to other's comments and reflect on scientist of the month.

In Social Studies there is no set curriculum, teachers use the frameworks provided by Chicago Public Schools on the Knowledge Center, to guide their unit plans. The pacing is relatively similar, and the order of units is the same, but teachers feel that if they were to complete every single unit (there are 8), it is likely that students may cover everything, but learn little.Units are aligned horizontally by integrating other subject manner into social sciences. Units are aligned vertically as demonstrated through the Chicago Public Schools Framework. The Common Core Standards are the same in 6-8 for social sciences, so we all incorporate CCSS from other subject areas while remaining focused on the social science CCSS. Unit pacing is designed specifically to meet the needs of each classroom. Texts are also used, specific to the needs of each student, and leveled texts are provided. The essential questions covered by the CPS framework are identical to the ones used in the classroom. Students are given the essential questions at the beginning of each unit so they know what the objectives are. In some classes, essential questions are posted and students have them written in their notebooks. Formative and summative assessments are used to assess student comprehension of essential understanding.

Dever's Fine Arts, Physical Education and Health Educations teachers use a variety of teacher created units and lessons. When scope documents are available from the district, they are adhered to and adjusted to meet the needs of the students. Sometimes classes in the same grade may be on a significantly different lesson which is dependent on the rotation and number of times the teachers see them. Lesson plans and unit plans are posted on the Drive along with any supplementary materials that are used. Sequencing and pacing is based on the needs of their students, the time constraints of their teaching realities and the skills and instruction that students must master before moving on to a new unit of instruction. Within each individual content area, one may find a range of standards being addressed; these may include SEL standards, NETS technology standards, PE/HEALTH/ART/MUSIC standards, WIDA standards, and CCSS standards. Unique to their curriculum, is the fact that they frequently piggy-back the texts or examples they use off of a content are theme or unit of study. For instance, when studying dance, students dance units may be tied to science or social studies curriculum; Another example, when studying Lit Lab, students texts may be related to a unit of study in ELA, Science, SS, or Math and so on. Evidence of these claims may be found in their classrooms and on our lesson and unit plans.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGl4MmY3YTlxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1   2   3   **4**

In grades K-1 the instructional materials used varied texts/resources to accompany our units across all subjects, including picture dictionaries, decodables, GoNoodle, Chromebooks, behavior charts, Red folders, and Envision math. Envision math provides specific skills to be worked on for students that speak another language. K-1 measure student growth with individual assessments: TRC/DIBELS, NWEA, quarterly assessments, sight word assessments, unit tests, BENCHMARK assessments, performance tasks, and progress monitoring. Students and parents are provided with resources in their native language as well as are given opportunities to meet with teachers.

In second grade students have math workbooks and reading textbooks. These programs have support for English language learner, diverse learner, and differentiated groups. There are social studies books related to units they study in the classroom. They have science kits to guide our science instruction. These kits also come with books for the students to read. The curriculum is differentiated to meet the needs of all learners. The reading and math groups are differentiated to support students growth. On Fridays, students play games in their math groups. Teachers take math groups to review and teach math concepts. Reading groups are used during the Daily Five. Students are taught and retaught skills in these groups.Students choose books from the classroom library that are at their individual reading levels based on TRC scores. They also read novels that are close to their reading levels in their reading groups.
Diverse learners access content in small groups where they receive more assistance from teachers. Students use MobyMax, IXL, and Prodigy to work on math and reading skills at their own levels and pace. Lesson plans include Common Core Standards and WIDA standards for English language learners. Texts and assignments from other grade levels such as first and third grade may

be used to better differentiate student work. The materials used in the classroom include notebooks, textbooks, workbooks, Chromebooks, a projector, and Elmo. Teachers use materials from the science kits to have students test concepts out on their own.
Students have math manipulatives available to them in the classroom and are frequently used during lessons. Students may choose to use different manipulatives based on their needs. The internet is integral to student learning. Students access the internet themselves, as well as have the teacher show them new websites, videos, texts, etc.

In third grade, students get leveled reading homework assignments based on their individual lexile levels. Students work in guided reading groups and read books at their individual level. Students participate in various levels of questioning during these reading group meetings. Teachers are working toward having culturally relevant books for students to be able to see themselves and relate to the characters they read about. Students have access to a wide range of leveled texts with the use of a leveled classroom library.
Students get differentiated spelling lists based on their individual spelling performance each Monday on a pretest.
Students are in leveled math classes based on their NWEA RIT scores and work on skills within those RIT bands.
Within each leveled math class, students work on differentiated skills based on their ability levels. Teachers work on individual skills students need improvement on in small groups. Students work on individualized skills on IXL and Prodigy in order to achieve their individual math fluency and computation skills.Students also participate in gallery walks during which they complete addition, multiplication, and division problems at a variety of levels, which supports kinesthetic learners. In reading students get leveled reading homework assignments based on their lexile levels. Students work in guided reading groups and read books at their level. Students have access to a wide range of leveled texts with the use of a leveled classroom library. Students use Chromebooks to work on various math skills on IXL and in order to improve reading fluency through listening to stories on Chromebooks. Students use Chromebooks to conduct research for writing assignments. Teachers use videos in class in order to support visual learners in all content areas. Students use manipulatives in math in order to support tactile and visual learners. Students have access to texts in their native language. Students have the support of word walls in their native language for all content areas to support native language development.
Students have access to curriculum materials in Spanish for English language learners.

In fourth and fifth grade the instructional materials used in the classroom help to understand content knowledge and allow for increased access for all learners. The instructional materials used are aligned to curricular plans and expectations of standards. There are are a variety of instructional materials that are intentionally used and preplanned by examining specific instructional needs. The materials are accessible to all students and all teachers by being available in all the classrooms. For examples, Reading A-Z, MobyMax, IXL, and ReadTheory are online resources available through the use of 1-1 technology in the classroom. All allow students opportunities to use high quality, standards-aligned resources. ThinkCerca provides vocabulary support by providing easy access to definitions and gives step by step prompts to develop argumentative writing. PearsonRealize - Practice Buddy Prodigy. Students have the opportunity to utilize chromebooks, textbooks, visuals, videos and aids such as graphic organizer to meet the needs of learners of all proficiency and performance levels. The use of various materials allows for the students to think critically.

In middle school English Language Arts the unit and Lesson Plans submitted and are aligned to the Common Core Standards. The objectives are posted in classrooms for Units and Lessons and are aligned to Common Core Standards. "Realia" is used as supplemental materials in Grades 7 and 8. Use of You Tube and a variety of music genres are used to supplement written materials and units of study in both Grades 7 and 8. Use of fine arts to relate central ideas/theme/symbolism used in Grades 7 and 8. Technology is being utilized to a great extent in the ELA classrooms evidenced by regular use of socrative.com for immediate assessment feedback and googleclassroom.com for writing purposes. Both allow for students to access learning in a variety of modalities and addressing multiple learning styles.The use of Think CERCA allows for leveled texts to address all student needs. The use of Chrome books for translation is utilized for ELL's. Native language texts for English learners are available but limited in both classroom libraries and in novel units due to lack of resources. There is a need for native language texts for English learners are available but limited in both classroom libraries and in novel units due to lack of resources. Also there is a need for vertical alignment. Think CERCA does not allow teachers reports on completed student work; students working above grade level have completed much of on-grade-level tasks. Grade 7 will introduce Literature Circles at year's end for student choice in novel selection, with suggestions for proper levels. Students don't seem to recognize or to understand the importance of teacher feedback or reflection, though the teacher provides both.

Math classes in middle school are flexibly grouped to increase access to curriculum. GO Math allows teachers to modify and adapt curriculum and assessment as well as differentiate lessons and assignments. Variety of instructional materials are implemented by the teachers to increase understanding in varied ways to allow accessibility by all students. Media supports such as, videos, tutorials, interactive lessons, and supplemental programs are utilized to achieve valued learning outcomes. Manipulatives are used such as counters, real-money, cubes, base-tens, and graphic organizers. Teachers align to curricular plans and expectations of the standards with flexible grouping. The following technology supports learning: IXL, Khan Academy, Go Math Differentiated Materials (EL, Reteach, Leveled Work, Remediation/ Extension Activities) , Kahoot and Learn Zillow. Supplemental textbooks to address basic skills students are lacking. Individually designed graphic organizers and text as evidenced by lesson plans and shared resources.

In middle school science concepts are selected and adapted based on learning objective and learner needs. Curriculum is aligned between 6th, 7th, & 8th grades to provide continuity for students. The curriculum is designed to meet the National Science Education Standards (NSES) across grades 6-8. The standards NSES looks to meet are: science as inquiry, physical science, life science, earth science, science & technology, science in personal & social perspectives, and history and nature of science. Learning objectives are clearly stated at the beginning of the investigation and standards are included for teachers. Classroom learning objectives are posted each day so students have an understanding of the concept they are trying to grasp before leaving the classroom each day. The curriculum provides students with a multitude of ways to learn including hands-on lab

activities, reading activities, multimedia activities with supplemental videos on content and lab experiences, as well as real science manipulatives to become familiar with the scientific processes. In order to accommodate diverse learners the curriculum has many adaptations, there are consistent hands-on activities to provide concrete experiences. There is flexible grouping which can allow for variations in student support. Students may work in pairs, in groups of four, or alone. Formative assessment opportunities are identified and incorporated into the activities so assessment can be an ongoing process to help inform and differentiate instruction based on student needs.

Literacy strategies are implemented to support improvement in reading comprehension and writing skills. Vocabulary is introduced with operational definition and connects concepts they are learning to the experiences and lab activities they take part in during class.

Differentiation is intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.

Student outcomes and developmental appropriateness that determine when and who will use materials are updated/upgraded in response to new information and understandings. Teachers use Google Classroom in order to keep students up to date on classroom assignments and announcements. Students have access to class information and documents from home. Teachers also use a classroom blog to keep students and parents up-to-date on what is going on in the classroom. Blogs are updated weekly. 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. The curriculum was field tested by teachers and students in order to develop a curriculum that is both teacher and learner centered. The curriculum is constantly working to align with NGSS crosscutting concepts and practices. Teachers also work to supplement the curriculum with STEM challenges within the classroom as well as after school programs. Materials are in English and native language for English learners. Textbooks are available in Spanish, but teachers also supplement ELL students with classroom word walls in English and native language. Students are allowed to answer questions orally and students are provided graphic organizers as well as venn diagrams and other visual organizers to help organize thoughts and ideas. Reference and resource materials are readily available and circulated throughout the school. Students have access to the curriculum online using a login and password from any location with internet access. All learning modalities are accommodated by the curriculum. Hands-on lab activities accommodate tactile/kinesthetic learners as well as visual learners. Auditory learners can be accommodated by hands-on activities as well. Labs are supplemented with videos, computer simulations - University of Colorado PhET Simulations, and images to accommodate all learning styles. Technology is integral to students learning experiences. Students have access to Chromebooks in all of their classrooms which gives them the ability to log on to the textbook online. Also, students use Google Classroom to receive classroom assignments and notices. Teachers upload videos and weblinks to provide students with additional support. Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills. Textbooks are presented with grade level reading. If needed, students supplement the textbook with reading level appropriate text and videos to help students understand content. 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 talks through lab procedures with the class before the activity and models proper use of equipment if necessary. Occasionally videos are shown to demonstrate lab procedures if students need additional support. The teacher circulates around the room during the activity to provide students with additional support if they feel it is needed.

Technology enhances students higher order, creative thinking and problem solving. Students are able to use websites to see their content in real life making their learning more applicable and relatable. Students may supplement their learning with BrainPop which allows students to access the content at comprehension levels that are age appropriate. The materials connect subject area content to real life applications. Teachers implement current event assignments where students read about real life science news and events using the newspaper, www.newsela.com, and www.dogonews.com. Websites can be presented to student's reading level if needed to support students who are reading above or below grade level. Students read and write about the events they read and connect it back to their own lives.

The specials teachers use varied curriculum. They have a wide variety of instructional materials that are age and content appropriate. These materials are scaffolded for student use, based on our expectations and the lessons at hand. In every class there is access to a variety of manipulatives/instruments/equipment and texts that are based upon the particular discipline. In most of the classes, they regularly employ the use of Chrome books and/or desktop computers; primarily for grades 3 to 8. All of the classes use visuals to help students understand the steps necessary to complete the task at hand. Formative and summative assessments are used to check student understanding and provide regular feedback to students in order to foster their mastery of the skills. Due to each unique curriculum, they also have the luxury of looping with students from year to year and using prior year's knowledge of students and curriculum when planning instructional materials and lessons to maximize mastery of the skills. Evidence of these practices can be observed in specials classes and in lesson and unit plans.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 **2** 3 4

In the primary grades, teachers have begun to vertically collaborate with each other to cross section their curriculum maps. This has helped compare the material taught in each grade level. By meeting with each other, they create curriculum that prepare the students for the next grade level through analyzing data from their work the previous year. Learning walks have the students exploring each others' learning by sharing different strategies to solve math problems during math talks, different strategies to comprehend literacy content, and during science and social studies students collaborate on their research findings. Teachers provide students with scaffolding and differentiation during their focus groups which are created based on our assessment of their needs, and growths based on previous and current student data. The students are enriched by the knowledge they add to their schema during differentiated guided reading groups, and literacy circle. Teachers apply their knowledge of students' learning styles to plan individual instruction across our curriculum.

In the middle school teachers begin with the belief that all students can learn. Teachers plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning. The tasks reflect the key shifts in literacy and mathematics. Teachers create 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. Teachers and students work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.

The specials teachers engage in rigorous instructional tasks. Each of these learning environments looks different from a typical classroom, but walk into any of them and you would see examples of high learning expectations. For example, students are responsible for working together to solve a task or problem, create a dance or art piece, engage in successful play of a sport or exercise circuit, perform a song on an instrument or using their voices, gather research and information to create multimedia projects, and critique each other's work. Students are expected to learn basic skills that are tied specifically to our content areas and apply those skills as they work through their problems, just as they are in real world situations. Content is tied to classroom curriculum as frequently as connections can be made and students learn and use content specific texts and vocabulary to evaluate and analyze their work, create a product and demonstrate their learning. Work in all of these classes is differentiated for students physical, cognitive, social/emotional and language abilities. All of the classes employ kinesthetic and visual modalities each and every day which are combined with other learning modalities based on the lesson or unit at hand.

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)). 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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	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:

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

Score

1 2 **3** 4

> Dever provides information necessary to make informed decisions when selecting a high school that connects to future aspirations. Eighth graders are encouraged to participate in high school connection days and programs. We have built a culture of college and career readiness through rigorous instruction, college display of college banners, college visits and the implementation of CCSS.

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 support 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	✓ 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	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1 **2** 3 4

Teachers plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions. For example, daily open ending questioning, flexible grouping (daily), use of pre-test to anticipate student misconceptions and analyzing student tasks to identify obstacles to learning. Teachers effectively communicate with students. This is done by: conferencing with team members, content area and grade level team. Teachers communicate with specials teachers, EL and DL staff members. The objectives are posted in the classrooms and students are provided with immediate feedback. One-to-one discussions take place to support learning. Questioning and discussion techniques deepen student understanding and challenge students at Dever. Essential questions are written in student friendly language. Students discuss ideas and justify their responses through discussion techniques. Bloom's Taxonomy and Depth of Knowledge questioning techniques are used in classrooms.

Students self and peer assess proper discussion techniques through annotation and close reading, in all content areas, students cite textual evidence to support a claim. Conversation starters are used to engage students in learning. Teachers use flexible groupings, leveled text, differentiated instruction, complex text and tasks at and above grade level to support student learning. Instruction is accessible for all students through flexible grouping, differentiated instruction, close reading and bookmarks to make content accessible.

Formative assessment is integrated into instruction by the use of the following: Benchmark assessments, fluency and comprehension progress monitoring, Khan Academy, NWEA , IXL, FAL, Performance Tasks and end of Unit Tests. Teachers use exit tickets to monitor student progress/misunderstandings . They reteach based on formative assessment data. The use of online programs such as MobyMax and Prodigy also monitor student understanding. Teachers us re-engagement activities, literacy talks and math talks to advance student learning.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	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	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

At Dever there is a multi-tired level of support established for students. For example:
-In reading, students get leveled reading homework assignments based on their
individual lexile levels.
- Students work in guided reading groups and read books at their individual level.
-Students participate in various levels of questioning during these reading group
meetings.
- Students have access to a wide range of leveled texts with the use of a leveled
classroom library.
- Students get differentiated spelling lists based on their individual spelling performance
each Monday on a pretest.
- Students are in leveled math classes based on their NWEA RIT scores and work on
skills within those RIT bands.
-Students are placed into guided reading groups based on RIT bands as well as reading ability level.
- Within each leveled math class, students work on differentiated skills based on their
ability levels. Teachers work on individual skills students need improvement on in small
groups.
- Students work on individualized skills on IXL and Prodigy in order to achieve their
individual math fluency and computation skills.
- Students also participate in gallery walks during which they complete addition,
multiplication, and division problems at a variety of levels, which supports kinesthetic
learners.
-Students take a pretest in math that is competency based.
-Students create personalized assessment rubrics for literacy.
-5 week progress reports and parent communication ensure on track monitoring and supports.
-Teachers assess student fluency rate to track progress.
-Students read reading passages at their level on Raz Kids and Read Theory.
-Students are empowered to advance their own learning by leading classroom procedures
-Students guide discussion using modeled techniques
-Math talks
-Student becoming teacher
-Students lead daily edit

For Tier two and three:
Meeting with MTSS committee 3 times a year as grade level teams.
-Check-in, check-out systems daily
-Students have various individual behavior plans
-Students have appropriate accommodations to meet their needs such as sentence starters
-Students work on Reading comprehension through Read Theory twice a week
-Students who struggle focusing have individualized plans in order to keep them on track such as break cards
-Teachers assess progress according to their individual intervention
-Identify students off-track
-Offer before- and after-school support
-5-week progress reporting, including parent communication
- Meeting with MTSS committee 3 times a year as grade level teams
-Check-in, check-out systems daily
-Teacher mentors assigned to students in tier 2
-PLP meetings for at-risk students every 5 weeks
-PLP meetings for at-risk students every 5 weeks

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1   **2**   3   4

Use multiple measures (range of assessment types and multiple points in time) supplementing 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:
-Rubrics
-Pre and Post-Tests
-Bell Ringers
-Easy CBM
-Benchmark assessments
-Fluency and comprehension progress monitoring
-Khan Academy
-NWEA
-End of Unit Tests

Make assessments accessible to student, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications:
-Allow use of technology such as Chromebooks to translate language whenever necessary
-Assessments such as Kahoot! encourages student motivation and use of visuals for student accessibility
-Varied levels and length of assessments
-Adjustment of vocabulary and use of visual aids
-Progressive questioning
-Utilize different modalities (verbal, visual, written, etc.)

Utilize assessment that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.
Assessments reflect use of common core standards, including citing text evidence
New Mathematics Curriculum aligned to Common Core Assessments

Utilize assessment that measures development of academic language for EL
Vocabulary instruction
Latin-Stems
Science and Math curriculum available in Spanish
Benchmark assessments available in Spanish

Have access to and analyze school-wide teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
Analyze NWEA Spring scores to group students
Analyzed the 5 Essentials survey for student responses

Improve and promote assessment literacy
MARS Assessments
Grit Assessment
Score and grade performance tasks with content team

Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
Consistent middle school grading system
Update gradebooks regularly
Communicate consistently with parents about student progress

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students,**

families, postsecondary institutions, and prospective employers.
- Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
- Measure, report, and document student progress and proficiency:
  - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
  - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1   2   **3**   4

The PBIS Committee issued a survey to middle school students to collect data on what a culture for learning means to them. The following question was asked, "Do you feel supported at this school?" Here are the results: 130 students feel supported, 26 sometimes feel supported and 10 students said they didn't feel supported. Some of their explanations consisted of the following trends: teachers help, students have lots of friends for support, Dever is like family. Other students stated they feel bullied, there are some students that act out and don't follow directions and it can be hard for teachers to focus on the behaved students and some students stated they are not supported.

Another question asked was "Do you feel supported by your teachers?" Here are the responses: 88 percent said they felt supported while 12% said no they don't feel supported. Common student responses were: Teachers push us to do our best, teachers teach us life lessons, teachers are always willing to help, teachers are asking questions when we don't understand, teachers treat us like their own kids, teachers listen and answer our questions, teachers teach us - they never give up on us, teachers want us to succeed, teachers help in every situation and teachers tell us not to settle for less than 100%.

Students also reflected on what a supportive environment is to them. Here are the results:
Welcoming and safe environment- 17%
Teacher and student supportive relationship- 52%
Trust among students and teachers- 2%
Respect between students- 9%
Respect from students to teachers-6%
Student named one of their classes as an example as a supportive classroom- 1%
Didn't know- 2%
Classroom allows students to focus on school work
Fun environment- 1%
Students can focus- 2%

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Another question asked was "Do you feel supported by your teachers?" Here are the responses: 88 percent said they felt supported while 12% said no they don't feel supported. Common student responses were: Teachers push us to do our best, teachers teach us life lessons, teachers are always willing to help, teachers are asking questions when we don't understand, teachers treat us like their own kids, teachers listen and answer our questions, teachers teach us - they never give up on us, teachers want us to succeed, teachers help in every situation and teachers tell us not to settle for less than 100%.

Students were asked, "Do your teachers try to connect with you?"
Yes- 85%
No- 21%
Sometimes- 1%

Students said that a supportive classroom environment at Dever consists of the following:
- Teachers help (academics, emotionally, with life and problems, reach goals, make decisions--anything not just academics)
- Teachers are nice/kind/caring/friendly
- Adults listen to what students have to say
- Encourage/motivate/push us to reach goals and be our best
- Safe environment
- Fair/honest/nonjudgmental/equal-everyone accepted: staff doesn't choose sides
- Provides before and after school clubs/programs to help students academically as well as provide sports activities
- "Whole" Staff and students works together-unified
- Teachers are observant--really notice things and ask to make sure students are ok
- Teachers take the time and treat students as their own children-they know their students
- Work with students at their pace and also keep momentum in classroom
- Accept us and our ideas even if they do not agree

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

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> Student surveys are used to determine interest in extracurricular and enrichment opportunities. Teacher lead after school programs to provide support to students based upon their interests and creativity. Clubs and programs include: sports teams, yearbook, student council, band, guitar, readers theatre, technology, foreign language, athletic clubs, design, math and Girls on the Run.

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	✓ 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

> Dever's motto is to be respectful, responsible and caring. Students are recognized by their peers and teachers for demonstrating these qualities. There is a reward system in place to acknowledge students for being respectful, responsible and caring. Students in K-5 have the opportunity to enter their sparks tickets into a weekly raffle for prizes. The middle school students can trade in their sparks tickets for merchandise from our school store. All homeroom teachers conduct morning meetings which is a component of Responsive Classrooms. This creates a positive community classroom atmosphere where students feel like they belong and feel connected with their peers. Teachers also incorporate Second Step lessons weekly into their instruction to foster acceptance, trust, awareness and empathy.
>
> The school has a system wide behavior matrix of expectations for students and adults to follow. Teachers and staff teach and re-teach expectations when necessary. Having routines and procedures in place creates a safe learning environment at Dever 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	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

There is a PBIS Committee established at Dever School. The team meets twice a month to reinforce positive student behavior with clear expectations, routines and procedures. The committee has a system in place at the primary intermediate and upper grades to reward positive behavior. There is a school behavior matrix for teachers to reference to students that exemplifies being responsible, respectful and caring in all school settings. At all grade levels, teachers conduct morning meetings to build their classroom communities where students are engaged in learning and willing to take learning risks in front of their peers. Teachers use the Second Step curriculum to provide students with problem solving strategies to handle conflicts with their peers.

In terms of restorative practices at Dever, the staff has engaged in professional development on restorative conversations. The teachers facilitate those restorative conversations with their students regularly. Administration and a counselor have been trained to conduct peace circles and have used it with students as a restorative approach to discipline. At the end of last year, a group of students were selected to attend a training session on peer conferencing. Those students met with the AP and counselor to conduct mock sessions in preparation to conduct real life sessions. The students started hearing cases in January. The students referred to conferencing are recommended by staff and administration. The peer conferencing students hear cases and provide positive resolutions to conflicts for students in grades three through eighth. These practices allow for students to take ownership of their actions and repairing the harm they caused. In some cases, the counselor or social worker meet with students to discuss and reflect on a particular behavior to repair the harm.

For those students who tend to have a pattern of misbehavior and have not responded to any restorative approaches, administration follows the Student Code of Conduct by assigning detentions and in school suspensions when the behavior is inappropriate. Sometimes it can be a challenge to find a location for students to serve their in school since Dever is tight on space. Teachers send work for students serving an in school suspension so that there isn't a loss of instruction. It would be beneficial if we could designate a particular staff member, SEL curriculum and space to consistently support the implementation of our in school suspension.

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

Parent Partnership:

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

Score

1 2 **3** 4

> Dever School has held parent workshops emphasizing Math, Science, Literacy, Health and Wellness and Fine Arts. We like to invite parents to experience what their children learn and do at Dever on a regular basis. That is why during the year we offer workshops to highlight our curriculum. PAC was formed mid-year when we became a Title 1 school. BAC meets regularly with the English Language Learner teacher. Topics that support parents in working with their children at home are presented. Parents participate on the Community Wellness Committee and work together with the school to promote a safe and healthy school community. Parent volunteers assist in classrooms, with after school activities, and field trips.

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

- **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 [3] 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	[1] 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 [2] 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	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: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘

3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   2 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	85.00	80.00	82.00	84.00
National School Growth Percentile - Math				
(Blank)	56.00	77.00	78.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	57.30	(Blank)	60.00	62.00
African-American Growth Percentile - Reading				
Not enough students in this category	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Reading				
(Blank)	75.00	77.00	79.00	81.00
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	66.00	68.00	70.00
Diverse Learner Growth Percentile - Reading				
(Blank)	1.00	14.00	30.00	32.00
African-American Growth Percentile - Math				
Not enough students in this category	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Math				
(Blank)	50.00	63.00	65.00	67.00
English Learner Growth Percentile - Math				
(Blank)	(Blank)	84.00	85.00	86.00
Diverse Learner Growth Percentile - Math				

(Blank)	1.00	18.00	30.00	32.00

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

(Blank)	76.00	79.00	82.00	83.00

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

(Blank)	89.00	91.00	92.00	93.00

National School Attainment Percentile - Reading (Grade 2)

(Blank)	86.00	85.00	86.00	87.00

National School Attainment Percentile - Math (Grade 2)

(Blank)	73.00	91.00	92.00	93.00

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	28.90	48.40	50.00	52.00

Average Daily Attendance Rate

Our goal is to increase student attendance to 96%. Data to be reviewed by attendance committee. Establish attendance incentives and initiatives with staff and student input.	95.20	95.30	96.00	96.00

My Voice, My School 5 Essentials Survey

Our goal is to maintain the overall rating of Well Organized. In the area of Supportive Environment, category Academic Personalism, our goal is to improve from "weak" to "strong" indicating increased teacher connection with students in the classroom to support them in achieving their goals.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
use data to specify performance and practice gaps and identify research-based intervention/enrichment strategies that advance student learning	instruction tailored toward individual student needs	Increased attendance, Improvement in National School Growth percentile in Reading and Math and improvement in Five Essentials Ambitious instruction and Collaborative Teachers

Tags:
Instructiion

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Use professional readings on engagement of students in their learning	ILT, PPLC, Admin, Teachers	Sep 6, 2016 to Sep 27, 2016	*(Blank)*	Completed

Professional reading

Identify and use protocol for looking at student work to determine scaffolding and differentiation for small group instruction	ILT, PPLC, Admin, Teachers	Feb 6, 2017 to Jun 15, 2017	*(Blank)*	On-Track

Student work protocol

Identify and implement research-based strategies for scaffolding and differentiation to move subgroups including DL and El toward mastery of learning objective	ILT, PPLC, Admin, Teachers	Feb 6, 2017 to Jun 15, 2017	*(Blank)*	Behind

Diverse Learners, Differentiatied instruction, Ell, Teacher planning, Scaffolding

Implement Daily 5 with fidelity in grades K-5	K-5 Teachers	Aug 29, 2016 to Jun 22, 2018	*(Blank)*	Behind

Literacy, Balanced literacy

Implement a learning cycle on the use of EnVision Technology	ILT, PPLC k-5 Teachers	Dec 5, 2016 to Dec 23, 2016	*(Blank)*	Behind

Math, Technology, Plc

Establish school wide expectations for using Close Read strategies in all subject areas to increase depth of learning	ILT, Admin Teacher Leaders	Feb 6, 2017 to Apr 6, 2017	*(Blank)*	Behind

Depth of knowledge, Close reading

Establish school wide expectations for using Accountable Talk to promote academic growth and social emotional learning	ILT, Admin Teacher Leaders	Apr 18, 2016 to Jun 17, 2016	*(Blank)*	Behind

SEL, Accountable talk

Establish school wide expectations for using anchor charts to support and increase engagement of all learners, including ELs and DLs	ILT, Admin Teacher Leaders	Nov 7, 2016 to Jan 13, 2017	*(Blank)*	Behind

El, Accountability, Dl, Anchor charts

Establish 2016-2017 school wide norms and practices for use of protocols to guide adult and student learning	All Staff	Aug 29, 2016 to Sep 1, 2016	*(Blank)*	Behind

Protocols, Practices, Norms

| Monitor monthly attendance reports for trends; continue to promote attendance via student incentives and parent-student-teacher conferences; create a bank of and utilize research-based interventions where appropriate. | Attendance Committee All Staff | Aug 29, 2016 to Jun 22, 2018 | *(Blank)* | Behind |

Attendance

Strategy 2

If we do...	...then we see...	...which leads to...
develop a common understanding of a culture of high expectations for learning and examine student work to reflect on the level of cognitive demand asked of all students across the school - including priority group students - to think strategically as speakers, listeners, readers, writers	alignment of tasks with standards-based learning objectives that reflect depth of knowledge expectations and evidence of key shifts in literacy, math and other content instruction	improvement in Five Essentials Supportive Environment (academic personalism) and Ambitious Instruction

Tags:
Rigorous tasks

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Use professional readings on alignment of tasks with standards-based learning objectives that reflect depth of knowledge expectations at Dever	ILT, PPLC, Admin, Teachers	Aug 29, 2016 to Feb 2, 2017	*(Blank)*	Behind

Dok, Professional reading

| Create a belief statement or guiding principles about cognitively challenging, rigorous tasks at Dever | All Staff | Aug 29, 2016 to Sep 1, 2016 | *(Blank)* | Behind |

Classroom rigor, Academic expectations, Best practice, Academic rigor

| Identify and use protocol for looking at student work to determine the level of rigor across grade levels at Dever | ILT, PPLC, Admin, Teachers | Aug 29, 2016 to Feb 2, 2017 | *(Blank)* | On-Track |

Rigorous tasks, Student work protocol

| Teacher collaboration to develop, review, and/or revise unit/lesson plans to include developmentally appropriate rigorous tasks, rubrics, and assessments (self, peer, and teacher) that incorporate technology and student choice and lead to mastery of grade level CCSS | All Teachers | Sep 12, 2016 to Jun 8, 2017 | *(Blank)* | Behind |

Rigorous tasks, Common core state standards, Rubrics, Common planning time, Collaborative teachers

Action step	Responsible	Timeframe	Evidence for status	Status
Use quarterly student survey data to engage and motivate students to achieve their learning targets and meet grade level CCSS	All Teachers	Sep 5, 2016 to Jun 15, 2018	*(Blank)*	Behind

Motivation, Data analysis, Common core state standards, Learning target

Identify or create developmentally appropriate student interest surveys (professional readings from Yardsticks)	All Teachers	Aug 29, 2016 to Sep 1, 2016	*(Blank)*	Behind

Developmental designs, Professional reading

Strategy 3

If we do...	...then we see...	...which leads to...
create a balanced assessment and grading program with common language and expectations across the school	assessments that measure student learning and monitor student progress toward mastery of standards	Increased Literacy and Math attainment and improved Five Essentials Ambitious Instruction, Collaborative Teachers, Supportive Environment (Academic Press)

Tags:
Balanced grading and assessment

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create a learning cycle on grading and assessment (How is learning defined? How learning is structured. How learning is experienced. How are grades used?)	PPLC ILT Administration	Aug 28, 2017 to Jun 15, 2018	*(Blank)*	Behind

Assessment, Grading, Plc, Learning

Create a belief statement or guiding principles about assessment and grading	All staff	Aug 29, 2016 to Sep 1, 2016	*(Blank)*	Behind

Assessment, Grading, Best practice

Identify and use protocol for looking at student work to determine what meeting standards looks like and how performance is assessed	ILT, PPLC, Admin, Teachers	Aug 28, 2017 to Dec 22, 2017	*(Blank)*	Completed

Standards based grading, Student work protocol, Skills assessment

Analyze student work to determine performance levels and group students to identify learning needs	All Teachers	Sep 4, 2017 to Jan 12, 2018	*(Blank)*	Completed

Analysis, Groups

Use research-based strategies for scaffolding and differentiation to move subgroups including DL and El toward mastery of learning objective	All Teachers	Sep 4, 2017 to Jan 13, 2018	*(Blank)*	Behind

Diverse Learners, Differentiation, Scaffolding

Use professional readings to learn what meaningful feedback is and how teachers and students give and receive feedback	ILT, PPLC, Admin, Teachers	Jan 22, 2018 to Jun 15, 2018	*(Blank)*	Behind

Feedback, Professional reading

Identify and use common assessments and/or rubrics used to determine mastery of learning objectives	All Teachers	Jan 22, 2018 to Jun 15, 2018	*(Blank)*	Behind

Rubrics, Common assessment

Identify data and tools to inform how assessments are modified for EL's, DL's and Tier 2 and 3 students	All Teachers	Jan 22, 2018 to Jun 15, 2018	*(Blank)*	Behind

Tier 2 & 3, Assessments, Modifications

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Use professional readings on engagement of students in their learning Tags: Instructiion, Professional reading	ILT, PPLC, Admin, Teachers	Sep 6, 2016	Sep 27, 2016	Completed
✚ Identify and use protocol for looking at student work to determine scaffolding and differentiation for small group instruction Tags: Instructiion, Student work protocol	ILT, PPLC, Admin, Teachers	Feb 6, 2017	Jun 15, 2017	On-Track
✚ Identify and implement research-based strategies for scaffolding and differentiation to move subgroups including DL and El toward mastery of learning objective Tags: Instructiion, Diverse Learners, Differentiatied instruction, Ell, Teacher planning, Scaffolding	ILT, PPLC, Admin, Teachers	Feb 6, 2017	Jun 15, 2017	Behind
✚ Implement Daily 5 with fidelity in grades K-5 Tags: Instructiion, Literacy, Balanced literacy	K-5 Teachers	Aug 29, 2016	Jun 22, 2018	Behind
✚ Implement a learning cycle on the use of EnVision Technology Tags: Instructiion, Math, Technology, Plc	ILT, PPLC k-5 Teachers	Dec 5, 2016	Dec 23, 2016	Behind
✚ Establish school wide expectations for using Close Read strategies in all subject areas to increase depth of learning Tags: Instructiion, Depth of knowledge, Close reading	ILT, Admin Teacher Leaders	Feb 6, 2017	Apr 6, 2017	Behind
✚ Establish school wide expectations for using Accountable Talk to promote academic growth and social emotional learning Tags: Instructiion, SEL, Accountable talk	ILT, Admin Teacher Leaders	Apr 18, 2016	Jun 17, 2016	Behind

District priority and action step	Responsible	Start	End	Status
✚ Establish school wide expectations for using anchor charts to support and increase engagement of all learners, including ELs and DLs Tags: Instructiion, El, Accountability, DI, Anchor charts	ILT, Admin Teacher Leaders	Nov 7, 2016	Jan 13, 2017	Behind
✚ Establish 2016-2017 school wide norms and practices for use of protocols to guide adult and student learning Tags: Instructiion, Protocols, Practices, Norms	All Staff	Aug 29, 2016	Sep 1, 2016	Behind
✚ Monitor monthly attendance reports for trends; continue to promote attendance via student incentives and parent-student-teacher conferences; create a bank of and utilize research-based interventions where appropriate. Tags: Instructiion, Attendance	Attendance Committee All Staff	Aug 29, 2016	Jun 22, 2018	Behind
✚ Use professional readings on alignment of tasks with standards-based learning objectives that reflect depth of knowledge expectations at Dever Tags: Rigorous tasks, Dok, Professional reading	ILT, PPLC, Admin, Teachers	Aug 29, 2016	Feb 2, 2017	Behind
✚ Create a belief statement or guiding principles about cognitively challenging, rigorous tasks at Dever Tags: Rigorous tasks, Classroom rigor, Academic expectations, Best practice, Academic rigor	All Staff	Aug 29, 2016	Sep 1, 2016	Behind
✚ Identify and use protocol for looking at student work to determine the level of rigor across grade levels at Dever Tags: Rigorous tasks, Rigorous tasks, Student work protocol	ILT, PPLC, Admin, Teachers	Aug 29, 2016	Feb 2, 2017	On-Track
✚ Teacher collaboration to develop, review, and/or revise unit/lesson plans to include developmentally appropriate rigorous tasks, rubrics, and assessments (self, peer, and teacher) that incorporate technology and student choice and lead to mastery of grade level CCSS Tags: Rigorous tasks, Rigorous tasks, Common core state standards, Rubrics, Common planning time, Collaborative teachers	All Teachers	Sep 12, 2016	Jun 8, 2017	Behind
✚ Use quarterly student survey data to engage and motivate students to achieve their learning targets and meet grade level CCSS Tags: Rigorous tasks, Motivation, Data analysis, Common core state standards, Learning target	All Teachers	Sep 5, 2016	Jun 15, 2018	Behind
✚ Identify or create developmentally appropriate student interest surveys (professional readings from Yardsticks) Tags: Rigorous tasks, Developmental designs, Professional reading	All Teachers	Aug 29, 2016	Sep 1, 2016	Behind
✚ Create a learning cycle on grading and assessment (How is learning defined? How learning is structured. How learning is experienced. How are grades used?) Tags: Balanced grading and assessment, Assessment, Grading, Plc, Learning	PPLC ILT Administration	Aug 28, 2017	Jun 15, 2018	Behind
✚ Create a belief statement or guiding principles about assessment and grading Tags: Balanced grading and assessment, Assessment, Grading, Best practice	All staff	Aug 29, 2016	Sep 1, 2016	Behind
✚ Identify and use protocol for looking at student work to determine what meeting standards looks like and how performance is assessed Tags: Balanced grading and assessment, Standards based grading, Student work protocol, Skills assessment	ILT, PPLC, Admin, Teachers	Aug 28, 2017	Dec 22, 2017	Completed
✚ Analyze student work to determine performance levels and group students to identify learning needs Tags: Balanced grading and assessment, Analysis, Groups	All Teachers	Sep 4, 2017	Jan 12, 2018	Completed
✚ Use research-based strategies for scaffolding and differentiation to move subgroups including DL and El toward mastery of learning objective Tags: Balanced grading and assessment, Diverse Learners, Differentiation, Scaffolding	All Teachers	Sep 4, 2017	Jan 13, 2018	Behind
✚ Use professional readings to learn what meaningful feedback is and how teachers and students give and receive feedback Tags: Balanced grading and assessment, Feedback, Professional reading	ILT, PPLC, Admin, Teachers	Jan 22, 2018	Jun 15, 2018	Behind

District priority and action step	Responsible	Start	End	Status
✚ Identify and use common assessments and/or rubrics used to determine mastery of learning objectives Tags: Balanced grading and assessment, Rubrics, Common assessment	All Teachers	Jan 22, 2018	Jun 15, 2018	Behind
✚ Identify data and tools to inform how assessments are modified for EL's, DL's and Tier 2 and 3 students Tags: Balanced grading and assessment, Tier 2 & 3, Assessments, Modifications	All Teachers	Jan 22, 2018	Jun 15, 2018	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

> Regular monthly meetings are scheduled and plans and goals reviewed. Meeting agendas include review of the parental involvement policy and continuous improvement work plan. There is parent representation on the CIWP committee.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these

meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Parents receive information about Title 1 and are invited to attend the Annual and Organizational meetings. Title 1 requirements and parent/student rights are reviewed. They receive reminders and invitations to attend PAC meetings. Dates for all meetings and events are included on the monthly school calendar. Newsletters are translated and sent home in English, Polish and Spanish.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

During the first parent meeting Open House parents are given information on curriculum, assessment tools, and expected proficiency. Parents have access to grades through Parent Portal to monitor student progress. Portal registration assistance is provided at Open House and each parent-teacher conference day and from the main office as needed. Parents can also monitor student progress through online tools connected to academic curriculum and behavior reporting system.

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.

Regular PAC meetings are held. Parents are connected with the personnel working with their children so they can be involved in educational decisions.

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.

Grade level appropriate reports (DIBELS/TRC, NWEA, PARCC) are distributed to parents. Teachers are available to conference with parents to discuss student progress.

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.

School will distribute all provided notification letters.

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.

Title 1 parent funds support this element and parent training sessions address these topics. Newsletters and teacher blogs are used to share information with parents.

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.

Sessions to address these topics are scheduled in conjunction with PAC meetings.

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.

Topics are included on meeting agendas. Parents are given volunteer information at beginning of school year. Teachers contact parents to volunteer in the classroom and assist with projects and trips.

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.

School cooperates with and supports these programs as requested. Case manager and counselor are resources for parents who need information on these programs.

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.

School communications are translated into major languages represented at the school. Newsletters are posted on the website in English, Polish and Spanish. Blackboard Connect outreach calls are sent in the preferred language indicated by the parent.

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.)

> Dever School believes in: Meeting students' socisl, emotional and physical needs, Maintaining high positive expectations, investing in student-family-community relationships. Dever School strives to produce: Lifelong learning, critical problem solving, college and career readiness. Dever School commits to instruction that is: Technology rich, differentiated, relevant, and rigorous.

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

> Parent-teacher conference dates are established by CPS. Individual conferences are held for all students. Middle school students participate in the conference to share information about their learning. Translators are provided.

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

> Parents receive Progress Reports or Report Card every 5 weeks. Gradebook is updated in a timely manner to allow parents to review their child's progress.

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

> Parents can arrange meetings with teachers during teachers' preparation time or before/after school at a mutually agreeable time. Parents can contact staff through email or voicemail.

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 encouraged to complete a CPS volunteer application and arrange volunteer times with the classroom teacher. Parents may complete the request for observation form and an observation date will be scheduled for a mutually agreeable time.

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

> Teachers share expectations during Open House and their teacher blog. Parents are asked to work with staff to support the attendance policy and to monitor students' planner and teacher blog for student assignments.

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

> Parents are welcome to meet with school personnel at LSC, PAC, and BAC meetings as well as at other mutually agreeable times regarding their child's education. Parents are notified of student progress and invited to attend meetings regarding educational decisions.

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

> Students are encouraged to attend school daily, to follow school wide expectations, and to come prepared to learn every day. Students review their own progress and engage in goal setting with their teachers. Students are recognized for accomplishments through school wide PBIS Spark Ticket program, student of the month awards, attendance and honor roll recognition, and leading school in daily morning announcements.

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.

> To provide parents with resources to help their children at home with reading and math learning goals.
> To provide parents with ESL class resources and information on computer use and reading / understanding assessment purpose and data.

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. | $ | 1386 | .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. | $ | 1087 | .00 |

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

| 54505 | **Admission and Registration Fees, Subscriptions and memberships** For Parents use only. | $ | 0 | .00 |

| 54205 | **Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ | 0 | .00 |

| 54565 | **Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ | 0 | .00 |

| 53510 | **Postage** Must be used for parent involvement programs only. | $ | 0 | .00 |

| 53306 | **Software** Must be educational and for parent use only. | $ | 0 | .00 |

| 55005 | **Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 0 | .00 |