



Arthur Dixon Elementary School (/school-plans/126) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/11/2016	ALL LISTED ABOVE	CIWP
04/22/2016	ALL LISTED ABOVE	CIWP

05/06/2016	ALL LISTED ABOVE	CIWP
05/20/2016	ALL LISTED ABOVE	CIWP
06/03/2016	ALL LISTED ABOVE	CIWP
06/10/2016	ALL LISTED ABOVE	PLANNING OR THE 2016-2017 SCHOOL YEAR

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1 2 3 4

Teacher teams include general education, special education and administrators. Each team is supported by at least one ILT member. Teachers collaborate daily and/or within their grade level teams to discuss strategies for instruction and to analyze formative assessment data.

Grade level teams and departments also meet with administration to analyze data and talk about any grade level specific items. Teacher teams build units together to be cohesive in each grade level classroom by sharing data and discuss new strategies to support lower achieving students, along with pushing higher level students

During teachers' common planning and collaborative time, they will be able to do long term unit planning and discuss progress monitoring data for students receiving intervention.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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ILT is a cohesive unit consisting of representatives from all grade levels and departments within the school. The ILT team meets to 2-3 times per month to discuss school priorities, including analysis of qualitative and quantitative data to monitor the implementation of the school's plan. ILT members participate in network trainings and generally work towards preparing students for College and Career Readiness. The ILT ensures that decision-making engages all staff. ILT initiates needs for professional development along with input from the entire staff. ILT members collaborate with to give professional development to entire staff to improve teaching skills (focus on differentiated instruction), instructional planning (focus on using data to support planning, CCSS for all grade levels, and Descartes skills), data analysis (Performance Assessment, classroom assessments, NWEA and ISAT) on district professional development days

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

1 2 **3** 4

New teachers are given mentor teachers, and there are quarterly meetings where administration offers support. Teachers receive feedback on teaching during formal and informal observations could be more frequent to aid in more support of individual growth. Staff development is aligned with school or district priorities that will be implemented throughout the school year. Authentic, relevant information and training is given in the professional developments and teachers report back about results of implementing new activities introduced in PDs. Authentic student work is review by grade level teams and administration to monitor the use of instructional practices & strategies from professional development

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

School discretionary funds are aligned to major priorities that focus on programs and resources that are in need to promote student achievement. Those priorities include programs such as: (After-school enrichment programs, Saturday school, P.B.I.S. incentives, computer software & programs -including Compass Learning, Study Island, Measure-up Live, Reading Eggs, MyOn, on-track tutors- and supplementary resources to help aid teacher instruction in reading, math and science that are aligned with Common Core Standards).

The school researches and collaborates with stakeholders in the community to build partnerships that may provide resources to help meet the school's needs

Hiring is conducted by a group of individuals that include the principal, assistant principal and the administrative staff. The principal always includes the grade level chair, departmental subject area teacher and special education teacher for their added expertise based on the grade level and subject that is being hired.

The interview process consists with an initial interview and provides potential candidates with a second interview when being considered for a position. Candidates are given multiple scenarios to be used to assess their knowledge of their subject area, classroom management and teamwork skills Time is allotted during the school day for teacher teams have meaningful collaboration and planning time (daily preps)

The 4th -8th grade have a structured departmental schedule which is designed to nurture students' growth for high school, but it is difficult for disciplinary teams to meet due the schedule.

Struggling students receive additional support/interventions from the general education teacher, interventionist, and/or ancillary staff (grades k-4)

MTSS is in place for students who are struggling in core subject areas.

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
Measures	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

Grade level teams meet weekly to discuss CCSS Literacy & Mathematic plans to support all students. Teachers work diligently to make sure that units and lessons are aligned to CCSS (this is shown in weekly lesson plans). Unpacking and teaching to the CCSS standards are done on a daily bases. Through differentiated instruction and a variety of instructional materials, most students are exposed to appropriate levels of text complexity and are challenged to exceed their current level Pacing and scope of what is taught is guided by Network 12's curriculum map. The curriculum map is aligned with the CCSS. Weekly lesson plans include accommodations and modifications for students with disabilities. Teachers have begun to align their weekly lesson plans to the PARCC assessment and/or incorporate PARCC critical thinking questions

All teachers have and are currently implementing the following: the network's scope and sequence curriculum map, network's pacing guide, teacher-made unit plans that include multiple disciplines and assessments. All K-8th grade teachers submit and distribute quarterly syllabus to parents. Most teachers create weekly, bi-weekly or monthly classroom newsletters which helps to keeps a line of communication open for parents and students. Classroom teachers and the SpEd teachers collaborate on a daily or weekly base, per student needs.

Dixon fosters the minds of all learners beyond the classroom through the implementation of the following programs and/or clubs: Culinary Cooking Classes, Figure Drawing, Chess Club, Sewing Club, Poetry Club, Barrel of Monkeys Writing Program, Doyles Step-Team, Band, and Enrichment tutoring programs for Reading and Mathematics. Dixon offers the following online resources with home-school connection for parents and students: study island, Raz-Kids reading program, readingeggs, stride academy, compass learning, MyOn, and MyMath . According to the Five Essential, Dixon fell into the MOST implementation range for Ambitious Instruction and MORE implementation for Collaborative Teachers.

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Dixon School has implemented a New Math series (MyMath) that is cohesive from k-8. Each grade level and departmental team utilizes a variety of instructional material such as, CCSS literacy progress book, study island, compass learning and measure up, that is aligned to the CCSS. Diverse learners and students with varied language proficiency levels are provided with instructional materials that meet their individualized needs. Instructional materials such as, CCSS literacy progress book, study island, compass learning and measure up, were chosen based upon curriculum goals, district and nation-wide standards. Online instructional programs are available to all students (i.e. Compass Learning, Reading Eggs, Study Island, Measure-up Live, MyOn, Raz-Kids, Stride Academy, MyMath). Technology is regularly used as an instructional tool for teachers and students (i.e. PowerPoint, interactive demonstrations, audio-visual output, listening centers, labs, chromebooks, ipads, smartboards, camera, televisions, projectors, sounds systems and sound system). Instructional materials in Literacy vary between teachers but are based upon student goals, curriculum goals, district and nation-wide standards. Instructional materials in other core areas are based upon curriculum goals, district and nation-wide standards. Technology such as PowerPoint's, interactive demonstrations, audio-video, listening centers are regularly used as a literacy instructional tool for teachers. Instructional materials are chosen based upon curriculum goals, district and nation-wide standards that support ALL learners. Teachers use multimodalities to address different learning styles through demonstrations, presentations, and technology. Most instruction incorporates instructional materials that can be differentiated by process, content, or delivery. Each grade level and departmental team utilizes a variety of instructional material that is aligned to the CCSS.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

PK-8th grade students are facilitating lessons, on a daily bases, which allows for less teacher directed lessons and more student-to-student discourse. Students are asked to utilize higher order thinking skills during math talks, performance task, weekly assessments and in literacy circles. Most teachers use real life application scenarios in their weekly assessments, which promote the spirit of college and career readiness. Teachers are implementing small group instruction and guided reading into their daily reading and math blocks. School-wide data is immediately shared with all staff via staff meeting, ILT, grade level team meetings, content area meetings, and within individual classrooms. This data is used to drive teacher instruction. Teachers utilize a variety of assessments to gage student mastery and learning gaps such as ongoing formative and summative assessments. All assessments are aligned to the CCSS as part of their units. Teachers use computer software or websites to create teacher-made assessments (i.e. compass learning, measure-up live, study island, NWEA, Dibles Amplified). Methods of assessment vary (multiple choice, extended response, open ended response, performance task etc.). Accommodations and modifications are included in lesson plans to ensure students with disabilities are learning and to make sure the needs of every student are met. Reach, NWEA, Compass Learning, Study Island and teacher-made assessments are available to progress monitor students. A variety of assessments are implemented to help improve students in weak areas. (formal, informal, multiple choice, extended response and open-ended).

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-%20%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Score

1 2 3 4

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)

Each grade level discussed learning expectations with their adjacent grades. During the last day of school, teachers at each grade talks with students at the grade below to introduce themselves and their curriculum and to get acquainted with their incoming students. Teachers introduce instructional materials at the next grade level during 4th quarter. The school works to ensure students are successful during the transition from/to each grade; with special focus on "benchmark" grades. Our school takes our 8th grade students on a college tour to Atlanta and Alabama. During the tour, they visit 6 universities as well as historical museums and landmarks. Annual High School Fair to connect representatives with parents and students, provide an opportunity to ask questions, and enable parents or students to get additional applications. Most teachers provide students and parents with a summary of where their child is academically and where they need to be in order to be prepared for the next grade level. Parents receive welcome letters from each teacher that sets norms, expectations, and responsibilities at the beginning of the school year. Parents are also given a quarterly syllabus which encompasses the CCSS that will be taught and assessed for that particular quarter. The school provides an orientation at the beginning of each school year for all students who are new to the school. We are John T. Pirie's feeder school for 7th grade. Dixon offers a "shadow day" for the sixth grade Pirie students, prior to enrollment. The Principal and the administrative team offers an informational at Pirie for the 6th grade students and parents. Some teachers provide a summer packet to students for the next grade level with a reading list, web-based enrichment program for other subjects (i.e. Study Island), and materials needed for the next grade level. Dixon has an annual Career Day and online tools for students to survey their career interests. 8th graders discuss high school options based on their college and career plans. Dixon also has special days to wear college attire which furthers encouragement for all students. Our school provides counseling services to students to assist with the high school application process and begin to prepare them to make college or career choices.

Guide for Transitions, College & Career Access & Persistence

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

EVIDENCE, MEASURES, AND STANDARDS	
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

3 of 3 complete

Instruction:

Score

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

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Administrative observations, pre- and post-conferences, including informal and formal observations, focus on REACH 3b/3a (questioning techniques and the gradual release model) to help improve instruction teacher observations, learning rounds, walk-throughs are also conducted to help provide feed back to help improve instruction. Formative and summative assessments are regularly administered to monitor student progress and check for student mastery and reteaching (monitored by Gradebook) Teacher send weekly snapshots of grade book to administration ensure Instruction is being aligned with curriculum map and lesson plans..

In the classroom, teachers post the standard learning-based objectives, essential questions, directions, and procedures being taught daily. Through lesson planning and through informal and formal observations most teachers are using the gradual release model, where activities are scaffold using Teacher model, guided Instruction, and independent practice. Most teachers also provide models daily in all subjects through think alouds, use of anchor charts, posting explanations and work, using manipulatives (math and science) and explaining explicitly the expectation for the daily task.

Teachers progress monitor, weekly & bi-weekly (DIBELS, Stride Academy, Curriculum based materials, and teacher created assessments.

Based on lesson plans, and observations, differentiated and small group instruction is regularly used in the classroom for students who have not mastered specific skills per assessments. Teacher also drive instruction based on RIT range score where students are instructed based on the NWEA learning continuum. Teachers use different questioning techniques, high to low, to promote student learning and growth. Teachers have students discussing with each other to promote respectful and meaningful conversations based on the learning task/standard.

Teachers incorporate lesson closure with informal assessments, such as exit slips, daily into lesson plans to determine how to further instruct and plan to promote student growth and mastery.

Teachers are also provided with opportunities to observe in other teacher classrooms to help improve instruction.

Teachers have discussions formally and informally during grade levels, lunchtime, before and after school about how to improve instruction sharing ideas of what strategies are most helpful or sharing resources and materials that will help improve and drive instruction.

Professional development opportunities such as small group instruction and gradual release model were provided during after school hours to help improve instruction.

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

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MTSS are the systems in place to deal with school wide interventions by having a systemic approach to administering screenings, assessments to identify students in need of academic intervention

Based on observations, walk-throughs, learning rounds, and lesson planning all teachers provide universal instruction using Common Core State Standards as a guide and basis for Instruction. Based on instructional task such as performance task, classroom assignments, NWEA data, informal and formal assessments students are targeted and tiered and provided small group instruction based on their need. Teachers provide administration with tiered groups and interventions that will be used to help drive instruction for all levels of students. Small group instruction is monitored by lesson planning and observations.

All teachers and administration monitor students who are considered off track based on their attendance, conduct, or academic grades. All teachers sent home bi-quarterly letters explaining to parents the push for students to improve attendance so students' grades can improve. All teachers keep a parent contact log that list the dates and times of meetings, phone calls and letters sent home to off track students.

All teachers grades 2nd through 8th sent home letters to all letter to parents explaining their child's NWEA scores and their child's end of the year RIT goal. Teachers also sent home a list of possible at home interventions to help their child reach their goal along with the NWEA vocabulary list for their child's RIT range. All teachers sent home a second letter to parents of students who are below grade level attainment in NWEA with a list of online resources that students can use to prepare for the end of year NWEA test. All primary teachers sent home letters to parents describing their child's Dibels and TRC scores and their goals for the end of the year. Along with that letter primary teachers provided a list of resources that students can use at home to improve their scores.

Based on administrative observations and lesson planning, teachers use interventions to provide intensive, systematic reading and math instruction daily in small groups on RIT scores in NWEA per Strand and from the Core Instruction (CCSS). Students are assigned activities based on their level to promote academic growth.

- **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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating knowledge of content and pedagogy 1.b. Demonstrating Knowledge of Students 1.d. Designing Coherent Instruction 2.d. Managing Student Behavior 3.d. Using Assessment in Instruction 3.e. Demonstrating Flexibility and Responsiveness 4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

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School-wide data such as NWEA, Dibels, TRC are shared with all staff via staff meeting, ILT, grade level team meetings, content area meetings, and within individual classrooms. This data is used to drive instruction. All teachers utilize a variety of assessments to gauge student mastery and learning gaps such as ongoing formative and summative assessments that are teacher created, computer based, or curriculum based books (Progress). All teachers progress monitor students to help improve students achievement. Teachers in grades 3rd-8th use the NWEA Learning Continuum and each students' individual strand scores on the NWEA to formulate groups, instruct the students based on that strand, and give weekly assessment to monitor their progress. Teachers Pre-K-2nd use TRC and Deibels data to differentiate small group instruction and small group quizzes. These assessments are used to help plan and instruct during small group Instruction.

All teachers meet weekly to analyze assessments and create higher level thinking questions for upcoming assessments. Based on the Network 12 scope and sequence curriculum map/pacing guide teacher have begun to create PARCC like assessment questions to help students critically think.

There are a plethora of resources available where the teachers use computer software or websites to create teacher-made assessments (i.e. Compass Learning, Measure-up Live, Stride Academy Study Island, Learning Farm NWEA, DIBELS Amplified) Methods of assessment vary (multiple choice (part A/B), short answer, extended written response, open ended response, performance task etc.)

Accommodations and modifications are included in lesson plans and ongoing collaboration with Special Education and regular education classroom teacher to ensure students with disabilities are assessed per the IEP.

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
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
CPS Framework for Teaching	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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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.

Culture for Learning:

According to the Five Essentials, students are reminded daily to be responsible, respectful, and in control on morning announcements and in each class through a school wide points system. Peer monitors and a system of hallway expectations help students to maintain positive behavior in the halls. Teachers communicate regularly with parents via phone, email, or text, as well as parent meetings or workshops, to address respect and rapport in the school building. Respect for and awareness of different cultures is demonstrated through using a wide array of literature and informational texts from around the world, viewing various student news programs, and a world language academic program (Spanish). Conflict resolution training and strong decision-making strategies are provided annually to 3rd-8th by the police district and/or local ministries. The school uses a PBIS point system as a school wide behavior management program to promote positive, expected behavior outcomes among student body.

Guide for Culture for Learning

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

- Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
- Employ strategies including ongoing monitoring and support of students' academic behaviors.
- Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

Relational Trust:

According to the Five Essentials, tremendous value is placed on respect for self and others in an attempt to foster healthy relationships between students and staff members. Students with differences are respected as well as the various backgrounds and home lives of students. This creates a sense of trust that everyone's ideas will be honored and thoroughly considered, no matter how different they are from what is considered "normal." The social worker has a strong presence in the building and mentoring programs have been put in place for upper grade students to foster a healthy lifestyle as well as educate students below their particular grade levels. This education extends to both positive academic and social behaviors that will facilitate the success of younger students as they ascend to the upper grades. Additionally, gender-specific mentoring programs encourage the empowerment of both male and female students.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

According to the Five Essentials, Extra-Curricular activities provide a safe setting for all students to support academic growth. At Dixon there are a multitude of exposure available (i.e., Saturday School, After-School Academics, Culinary Arts, Engineering Club, D.O.Y.L.E.S, Basketball, Intramural sports, Girls Empowerment, Carnival, Sketching after-school program, Bank-at-school).

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

According to the 5Essentials Survey and Report, there is an upward trend in students' feelings about safety at Dixon, but scores still remain in the neutral range, bordering on weak. At least three-fourths of students felt safe within the school bathrooms, halls, and classrooms, whereas outside of the school slightly over half felt safe. As a means to increase students' feeling of safety and order within the building, the third floor has implemented the H.A.L.L. program to provide weekly rewards for classrooms meeting the hall expectations during the third and fourth quarters. Also, a security officer is stationed in the third floor hallway located in an accessible location to further monitor the hallway and bathrooms during instruction and transition on a daily basis. Throughout the entire building, Positive Behavior Intervention Systems (P.B.I.S.) has continued to provide consistent structure and a common language for behaviors in each part of the school building, in addition to a foundation for quarterly behavioral incentives.

New initiatives this school year have included the 8th grade Student Voice Committee to provide students a platform to discuss issues and implement solutions, such as the mentoring groups and tutoring they have organized for the fourth quarter to instill leadership, peer accountability and support during their weekly meetings. Further, most individual classrooms have rewards systems for meeting or exceeding classroom behaviors and expectations at least monthly. In terms of communicating the structure and expectations of Dixon to parents, students and staff, the administration provides separate student and staff handbooks every year, in addition to at least one parent meeting per grade level within the first two to three weeks of school.

Although Dixon has many approaches to establishing a safe and orderly environment, some lack consistency and have yet to establish a firm foundation at this time. Further, the approaches are not consistently measured to determine effectiveness or make comparisons across classrooms, grade levels, or trends over time.

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.

Per the Dashboard, Dixon has increased its use of in-school suspension and decreased out-of-school suspensions since last school year. Overall, Dixon has had a decrease in school suspensions since April of last school year. As a means to reinforce positive behaviors, the school has established monthly meetings for male students in the upper grade to discuss hot topics, such as relationships and respect for their developmental stage. Also, 8th grade peer mentors have been assigned to a target group of 7th grade students to implement positive behaviors interventions on a peer level, with weekly check-in. Also, the administration has extended administrative conferences with parents and students to sometimes include further monitoring and discussion to keep the students on-track and issues resolved. Several upper grade classrooms have utilized peace circles to resolve student conflicts, but it has conducted by one formally trained teacher about 8-10 times this year.

However, the restorative justice practices are relatively new and do not have an established protocol at this time. Also, data on discipline is not consistently documented, communicated, or reviewed by ILT team to make determinations on effectiveness of current practices. Many teachers feel that further training is needed to effectively use restorative practices such as peace circles.

Guide for Restorative Approaches to Discipline

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

- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 **3** 4

According to the 5Essentials Survey and Report, Dixon has a strong parent partnership. 90% of parents and teachers felt that they were partners in educating children. 95% of teachers and parents felt that Dixon teachers work hard at building relationships with parents, as well as teachers being respected by parents. Parent participation is encouraged at Dixon through bimonthly Parent-Teacher Association (P.T.A.) meetings, bimonthly PAC meetings, on-going teacher newsletters per classroom teacher's discretion (some weekly and others monthly or quarterly), quarterly distribution of a syllabus per teacher by subject for parents to support their child's instructions, and attendance phone calls weekly. This school year, the administration has provided each teacher a phone extension to enable mutual communication system for the parents to leave phone messages, in addition to email or notes, with a standard 24-48 hour turnaround. Teachers and administration monitor parent partnerships through teacher communication logs (text, phone, email), phone blasts, attendance during parent nights, report card pick up, and documentation from meetings.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

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

1	2	3	4	5	⊗
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4 Expectations for depth & breadth of Student Learning: Curriculum

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Our school grouped our students according to need	75.00	99.00	80.00	85.00
National School Growth Percentile - Math				
Our school grouped our students according to need	10.00	99.00	80.00	85.00
% of Students Meeting/Exceeding National Ave Growth Norms				
There is a need to challenge the higher performing students	49.70	(Blank)	70.00	75.00
African-American Growth Percentile - Reading				
Our school grouped our students according to need	75.00	99.00	80.00	80.00
Hispanic Growth Percentile - Reading				
This area does not apply to our school	(Blank)	(Blank)	99.00	99.00
English Learner Growth Percentile - Reading				
This area does not apply to our school	(Blank)	(Blank)	99.00	99.00
Diverse Learner Growth Percentile - Reading				
Overall, diverse learners at Dixon have difficulty retaining information necessary during testing with minimal allowable accommodations. Therefore, many students demonstrate a significant difference between their ability during classroom assessments versus district tests. Our goal is for at least 25% of diverse learners meet attainment for their grade level and 75% to meet their Spring RIT targets on the NWEA.	1.00	99.00	70.00	75.00
African-American Growth Percentile - Math				
Our school grouped our students according to need	10.00	99.00	80.00	85.00
Hispanic Growth Percentile - Math				
This area does not apply to our school	(Blank)	(Blank)	99.00	99.00
English Learner Growth Percentile - Math				
This area does not apply to our school	(Blank)	(Blank)	99.00	99.00
Diverse Learner Growth Percentile - Math				

Overall, diverse learners at Dixon have difficulty retaining information necessary during testing with minimal allowable accommodations. Therefore, many students demonstrate a significant difference between their ability during classroom assessments versus district tests. Our goal is for at least 20% of diverse learners meet attainment for their grade level and 75% to meet their Spring RIT targets on the NWEA.

10.00

93.00

70.00

75.00

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

There continues to be a need for consistent implementation of Small Group Instruction

62.00

87.00

80.00

85.00

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

Our school grouped our students according to need

29.00

90.00

80.00

85.00

National School Attainment Percentile - Reading (Grade 2)

There continues to be a need for consistent implementation of Small Group Instruction

71.00

81.00

75.00

80.00

National School Attainment Percentile - Math (Grade 2)

There is a need to bridge the gap between Kindergarten, first and second

51.00

58.00

75.00

80.00

% of Students Making Sufficient Annual Progress on ACCESS

This area does not apply to our school

(Blank)

(Blank)

99.00

99.00

Average Daily Attendance Rate

Our goal for attendance is 97%.

95.00

95.60

96.00

97.00

My Voice, My School 5 Essentials Survey

Our school is currently "Organized" There is a need to develop programs that make our children feel safe. There is also a need to include our teachers in decision making.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

1 of 1 complete

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

Rigorous Instruction

Our school continues to improve challenging our higher performing students.

60.00

65.00

70.00

75.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Provide teachers with professional development on the process of analyzing student tasks with the use of the Depth of Knowledge (DOK) rubric across content areas, and have a bi-weekly protocol utilized during teacher team meetings that require teachers to bring samples of students work selecting authentic analyzed for the purpose of task modifications and peer interaction (3c) on a

Increased teacher capacity with creating and/or selecting authentic rigorous tasks and texts that:
demonstrates complexity in the classrooms. Are common core aligned, demonstrate high expectations for learning, grade level appropriate and scaffold and challenge student thinking.

90% of teachers engaged in more rigorous instruction that leads to a minimum of 85% of students in grades 3-8 meeting EOY NWEA.





weekly basis to look at student work, feedback and review, question and discussion(3b) and next steps for instruction.

Tags:

Academic, Academic rigor, Academic mtss, After school, Administrative team

Area(s) of focus:

1

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
1.) Grade levels will collaborate to develop school wide protocol for analyzing student tasks that teachers will use bi-weekly (protocol will be based on the Depth of Knowledge Rubric.	principal, assistant principal, ILT, grade level Chairs	Aug 30, 2016 to Nov 11, 2016	Grade level meeting minutes, agendas as well as observations conducted by administration.	Not started
Dok				
2.) Train the teachers on the DOK (Depth of Knowledge) Rubric.	Principal, assistant principal and ILT members	Aug 30, 2016 to Sep 30, 2016	Professional development agenda, minutes and lesson plans. There will also be follow-up observations of the implementation of the rubric.	Not started
Dok				
3.) Provide follow up professional development to allow teachers the opportunity to revisit the use of DOK rubric and to apply some of their knowledge to prior to the start of weekly team meetings.	Principal, assistant principal, ILT and classroom teachers.	Oct 4, 2016 to Nov 11, 2016	Walk through notes	Not started
Dok				
4.) Evaluate and/or revised DOK protocol, determine timeline for school-wide protocols implementation with benchmark goals, and create a system for evaluating and monitoring powerful practice. (Both General and Special Education).	Principal, assistant principal, ILT and classroom teachers.	Nov 11, 2016 to Nov 18, 2016	Professional development agenda, minutes and lesson plans. There will also be follow-up observations of the implementation of the rubric.	Behind
Dok				
5.) Communicate the school-wide DOK protocol implementation plan with teachers during teacher team meeting.	Principal, assistant principal, ILT and classroom teachers.	Nov 18, 2016 to Nov 21, 2016	Professional development agenda, minutes and lesson plans. There will also be follow-up observations of the implementation of the rubric.	Behind
Dok				
6.) Engage teachers in weekly DOK protocol during teacher team meetings to ensure implementation, progress monitor and provide systems of support and feedback to individual teachers as needed.	Principal, assistant principal, ILT and classroom teachers.	Nov 28, 2016 to Jun 16, 2017	Professional development agenda, minutes and lesson plans. There will also be follow-up observations of the implementation of the rubric.	Behind

Strategy 2

If we do...

Provide teachers with professional development on implementing restorative practices, such as; peace circles in all grade levels, with a specific focus on 5th-8th grade students. That require teachers to implement proactive strategies in the classroom on a daily basis. For the purpose of the students learning to develop strategies that will allow them to coexist in the school and their classrooms.

...then we see...

Increased teacher knowledge and understanding of how to implement peace circle strategies and selecting consequences and rewards that are: aligned to the SEL standards, demonstrating high expectations for behavior, developmentally appropriate students problem solving skills. We will also see more positive student-to-student interactions that result in more positive conflict resolution, rather than physical or verbal altercations.

...which leads to...





95% of teachers engaged in implementing proactive behavior strategies that leads to a 50% decrease in student infractions.

Tags:

Behavior supports, Multi tiered support systems

Area(s) of focus:

2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
1.) Grade levels will collaborate to develop school wide behavior protocol for analyzing student infractions will use bi-weekly (protocol will be Peace Circles).	Principal and assistant principal and ILT members.	Aug 31, 2016 to Nov 11, 2016	Observations by administration. teachers will complete a form asking them to state the restorative practices that were tried before suspension.	Not started
Behavior support plan				
2.) Train the teachers on the Peace Circle Strategy.	Principal and assistant principal and ILT members.	Sep 20, 2016 to Oct 14, 2016	Number of infractions on verify	Not started
Behavior plans				
3.) Provide follow up professional development to allow teachers the opportunity to revisit the use of Restorative Practices and to apply some of their knowledge prior to the start of bi-weekly team meetings.	Principal and assistant principal and ILT members.	Oct 14, 2016 to Oct 21, 2016	Observations by administration. teachers will complete a form asking them to state the restorative practices that were tried before suspension.	Not started
Behavior support plan				
4.) Evaluate and/or revise restorative practice strategies to determine a timeline for school-wide protocols implementation with benchmark goals, and create a system for evaluating and monitoring powerful practice.	Principal and assistant principal and ILT members.	Oct 21, 2016 to Oct 28, 2016	Observations by administration. teachers will complete a form asking them to state the restorative practices that were tried before suspension.	Not started
Behavior plan				
5.) Engage teachers in bi-weekly team meetings to ensure implementation, progress monitor and provide systems of support and feedback to individual teachers as needed.	Principal and assistant principal and ILT members.	Oct 28, 2016 to Jun 16, 2017	Observations by administration. teachers will complete a form asking them to state the restorative practices that were tried before suspension.	Not started

Strategy 3

If we do...

Provide teachers with professional development on the MTSS problem solving process (1.) Define the problem, 2.) Problem Analysis, 3.) Plan implementation, 4.) Plan Evaluation) to meet the needs of all students. The teachers will focus on and analyze both ELA and Math assessment data to target varying levels of interventions, such as grade level and classroom deficits to determine if students in core, small group and Differentiated Instruction are being addressed in all three tiers. For both general and special education.

...then we see...

Teachers utilizing the problem solving process to determine next steps of the problem solving process. Data driven instruction in the classroom as well as differentiated instruction. If the students continue to take the NWEA, then, we'll also see which student mastered a particular standard. Finally (but not limited to) , we will see small group instruction that focuses on the students RIT goal strands. Providing the teachers with the ability to adequately group their students and progress monitor their learning on a weekly, bi-weekly and district-wide assessments.

...which leads to...

90% of teachers engaged in analyzing assessment data that leads to a minimum of 85% of students in grades 3-8 meeting EOY NWEA.

Tags:

Interventions, Data analysis, Multiple measures for screening, diagnosing, and progress monitoring

Area(s) of focus:

3

Action step ⓘ

The MTSS team will undergo extensive training on the MTSS problem solving process. focusing on both mathematics and ELA. The team will conduct professional development for teachers to understand how to analyze their classroom data and provide varying levels of interventions, particularly for Tier 2 and Tier 3 students. The data analysis will also provide the teachers with information on, if Core Instruction is being implemented successfully.

Responsible ⓘ

Principal and assistant principal

Timeframe ⓘ

Sep 1, 2016 to Nov 11, 2016

Evidence for status ⓘ

Professional development agenda observation/ documentation 5-week quarterly presentations

Status

Not started

Assessment data

During the grade level meetings, an MTSS team lead will guide the teachers through the process of looking at their classroom data, organizing the students in the 3 Tiers (according to MTSS) and using the District-wide data (NWEA or PARCC as the base-line for the Tiers. The Tiers (grouping) will be flexible, based upon the student growth, therefore, each teacher will take turns presenting their classroom data from 5-week assessments and develop a plan of action that specifies student mastery of the standards, interventions implemented, the time each Tier is receiving small group instruction and the success rate of student mastery of the standard.

Classroom teachers

Oct 4, 2016 to Nov 30, 2016

Completion of the data analysis protocol. 5-week assessment small group instruction protocol and observation of implementation

Not started

Aligned assessments, Academic support

Through the plan of action, the teachers will look at and document the interventions that have been implemented, as well as, document if the interventions were successful, then plan next steps for the student(s). Teachers will submit a 5-week assessment every 5-weeks.

principal, assistant principal and ILT

Nov 30, 2016 to Jun 23, 2017

Submission of the 5-week assessment
Teacher presentation during grade level meetings
Small group instruction protocol completed
Lesson plan implementation

Not started

Strategy 4

If we do...

Provide professional development around PBIS, targeting attendance. The Attendance team will develop a school-wide/classroom attendance and tardy incentive policy, utilizing streamlined communication systems, such as; flyers, individual teacher letters, newsletters and phone calls and announcements over the intercom.

...then we see...

Teacher implementing weekly PBIS strategies and utilizing the attendance plans on a daily basis. Students excited about coming to school, parents invested in getting their children to school every day, and teachers invested in making sure they are in attendance for their students as well.

...which leads to...

95% of teachers engaged in implementing a strategic attendance plan that leads to a minimum increase in school-wide attendance to 96% or higher as a result of parent and teacher collaboration and awareness.

Tags:

Attendance, Collaboration, Culture for learning, Attendance plan

Area(s) of focus:

5

Action step

Responsible

Timeframe

Evidence for status

Status

1.) Establish an attendance team to develop a plan of action to meet school-wide attendance goals

principal, assistant principal and ILT

Aug 29, 2016 to Aug 30, 2016

IMPACT Attendance data

Not started

Attendance plan

2.) Meet with the attendance team to review incentives and strategies to be implemented in the classroom.

principal, assistant principal and Attendance Team

Aug 31, 2016 to Sep 1, 2016

IMPACT Attendance data, Dashboard

Not started

Attendance plan

3.) Communicate the plan to the staff. The staff will survey the students to gauge their likes and dislikes, in an effort to develop an incentive plan.

principal, assistant principal and Attendance Team

Sep 1, 2016 to Sep 12, 2016

IMPACT Attendance data, Dashboard

Not started

Attendance plan

4.) collaborate with grade level teams to develop, both grade level and classroom plans, the staff will be provided with resources and research based strategies to review to develop a comprehensive plan.

principal, assistant principal and Attendance Team

Sep 20, 2016 to Sep 27, 2016

(Blank)

Not started

Attendance plan

5.) Engage teachers in 5-week team meetings to ensure implementation, progress monitor and provide systems of support and feedback to individual teachers as needed.

principal, assistant principal and Attendance Team

Oct 4, 2016 to Jun 27, 2017

(Blank)

Not started

Attendance plan

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ 1.) Grade levels will collaborate to develop school wide protocol for analyzing student tasks that teachers will use bi-weekly (protocol will be based on the Depth of Knowledge Rubric. Tags: Academic, Academic rigor, Academic mtss, After school, Administrative team, Dok</p>	principal, assistant principal, ILT, grade level Chairs	Aug 30, 2016	Nov 11, 2016	Not started
<p>✚ 2.) Train the teachers on the DOK (Depth of Knowledge) Rubric. Tags: Academic, Academic rigor, Academic mtss, After school, Administrative team, Dok</p>	Principal, assistant principal and ILT members	Aug 30, 2016	Sep 30, 2016	Not started
<p>✚ 3.) Provide follow up professional development to allow teachers the opportunity to revisit the use of DOK rubric and to apply some of their knowledge to prior to the start of weekly team meetings. Tags: Academic, Academic rigor, Academic mtss, After school, Administrative team, Dok</p>	Principal, assistant principal, ILT and classroom teachers.	Oct 4, 2016	Nov 11, 2016	Not started
<p>✚ 4.) Evaluate and/or revised DOK protocol, determine timeline for school-wide protocols implementation with benchmark goals, and create a system for evaluating and monitoring powerful practice. (Both General and Special Education). Tags: Academic, Academic rigor, Academic mtss, After school, Administrative team, Dok</p>	Principal, assistant principal, ILT and classroom teachers.	Nov 11, 2016	Nov 18, 2016	Behind
<p>✚ 5.) Communicate the school-wide DOK protocol implementation plan with teachers during teacher team meeting. Tags: Academic, Academic rigor, Academic mtss, After school, Administrative team, Dok</p>	Principal, assistant principal, ILT and classroom teachers.	Nov 18, 2016	Nov 21, 2016	Behind
<p>✚ 6.) Engage teachers in weekly DOK protocol during teacher team meetings to ensure implementation, progress monitor and provide systems of support and feedback to individual teachers as needed. Tags: Academic, Academic rigor, Academic mtss, After school, Administrative team</p>	Principal, assistant principal, ILT and classroom teachers.	Nov 28, 2016	Jun 16, 2017	Behind
<p>✚ 1.) Grade levels will collaborate to develop school wide behavior protocol for analyzing student infractions will use bi-weekly (protocol will be Peace Circles). Tags: Behavior supports, Multi tiered support systems, Behavior support plan</p>	Principal and assistant principal and ILT members.	Aug 31, 2016	Nov 11, 2016	Not started
<p>✚ 2.) Train the teachers on the Peace Circle Strategy. Tags: Behavior supports, Multi tiered support systems, Behavior plans</p>	Principal and assistant principal and ILT members.	Sep 20, 2016	Oct 14, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ 3.) Provide follow up professional development to allow teachers the opportunity to revisit the use of Restorative Practices and to apply some of their knowledge prior to the start of bi-weekly team meetings. Tags: Behavior supports, Multi tiered support systems, Behavior support plan</p>	Principal and assistant principal and ILT members.	Oct 14, 2016	Oct 21, 2016	Not started
<p>✦ 4.) Evaluate and/or revise restorative practice strategies to determine a timeline for school-wide protocols implementation with benchmark goals, and create a system for evaluating and monitoring powerful practice. Tags: Behavior supports, Multi tiered support systems, Behavior plan</p>	Principal and assistant principal and ILT members.	Oct 21, 2016	Oct 28, 2016	Not started
<p>✦ 5.) Engage teachers in bi-weekly team meetings to ensure implementation, progress monitor and provide systems of support and feedback to individual teachers as needed. Tags: Behavior supports, Multi tiered support systems</p>	Principal and assistant principal and ILT members.	Oct 28, 2016	Jun 16, 2017	Not started
<p>✦ The MTSS team will undergo extensive training on the MTSS problem solving process. focusing on both mathematics and ELA. The team will conduct professional development for teachers to understand how to analyze their classroom data and provide varying levels of interventions, particularly for Tier 2 and Tier 3 students. The data analysis will also provide the teachers with information on, if Core Instruction is being implemented successfully. Tags: Interventions, Data analysis, Multiple measures for screening, diagnosing, and progress monitoring, Assessment data</p>	Principal and assistant principal	Sep 1, 2016	Nov 11, 2016	Not started
<p>✦ During the grade level meetings, an MTSS team lead will guide the teachers through the process of looking at their classroom data, organizing the students in the 3 Tiers (according to MTSS) and using the District-wide data (NWEA or PARCC as the base-line for the Tiers. The Tiers (grouping) will be flexible, based upon the student growth, therefore, each teacher will take turns presenting their classroom data from 5-week assessments and develop a plan of action that specifies student mastery of the standards, interventions implemented, the time each Tier is receiving small group instruction and the success rate of student mastery of the standard. Tags: Interventions, Data analysis, Multiple measures for screening, diagnosing, and progress monitoring, Aligned assessments, Academic support</p>	Classroom teachers	Oct 4, 2016	Nov 30, 2016	Not started
<p>✦ Through the plan of action, the teachers will look at and document the interventions that have been implemented, as well as, document if the interventions were successful, then plan next steps for the student(s). Teachers will submit a 5-week assessment every 5-weeks. Tags: Interventions, Data analysis, Multiple measures for screening, diagnosing, and progress monitoring</p>	principal, assistant principal and ILT	Nov 30, 2016	Jun 23, 2017	Not started
<p>✦ 1.) Establish an attendance team to develop a plan of action to meet school-wide attendance goals Tags: Attendance, Collaboration, Culture for learning, Attendance plan, Attendance plan</p>	principal, assistant principal and ILT	Aug 29, 2016	Aug 30, 2016	Not started
<p>✦ 2.) Meet with the attendance team to review incentives and strategies to be implemented in the classroom. Tags: Attendance, Collaboration, Culture for learning, Attendance plan, Attendance plan</p>	principal, assistant principal and Attendance Team	Aug 31, 2016	Sep 1, 2016	Not started
<p>✦ 3.) Communicate the plan to the staff. The staff will survey the students to gauge their likes and dislikes, in an effort to develop an incentive plan. Tags: Attendance, Collaboration, Culture for learning, Attendance plan, Attendance plan</p>	principal, assistant principal and Attendance Team	Sep 1, 2016	Sep 12, 2016	Not started
<p>✦ 4.) collaborate with grade level teams to develop, both grade level and classroom plans, the staff will be provided with resources and research based strategies to review to develop a comprehensive plan. Tags: Attendance, Collaboration, Culture for learning, Attendance plan, Attendance plan</p>	principal, assistant principal and Attendance Team	Sep 20, 2016	Sep 27, 2016	Not started
<p>✦ 5.) Engage teachers in 5-week team meetings to ensure implementation, progress monitor and provide systems of support and feedback to individual teachers as needed. Tags: Attendance, Collaboration, Culture for learning, Attendance plan, Attendance plan</p>	principal, assistant principal and Attendance Team	Oct 4, 2016	Jun 27, 2017	Not started

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The principal will hold monthly meetings or as many meetings necessary at the school with all necessary stakeholders (LSC, PTA, PAC, Parent volunteers, etc) To implement a plan that will enable the parents to participate in decisions that will benefit the school.

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

The projected date of the Annual Title I meeting is September 19, 2016 @ 5:00 pm and Title I PAC Organizational Meeting is October 17, 2016 @ 5:00pm. There will be fliers, parent letters, announcements, as well as telephone communication to parents to inform them of the schools participation in NCLB Title I programs and to explain the Title I programs. The school will host a meeting prior to the first day of school for parents. A reminder of meeting dates will also be sent out.

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

The school will host an open house meeting with all parents at the beginning of the school year to outline the school goals for the 2015-2016 school year. Academic assessments (NWEA, DIBELS, PARCC, Common Core, etc) Promotion Policy, and any other necessary information that the parent may need for their child's success. Parents will also be given monthly reminders from the school through parent/teacher conferences and progress reports.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school will begin contacting the necessary people that will be needed to implement a successful workshop, training or informational. The school will also share information and suggestions with staff.

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

The school will formulate a letter that will be given to each student, stating the student's academic level with written interpretation of the meaning of his/her level. The school will also attach the student's level on progress report or report card.

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

A letter will be sent out to each parent(s) in regards to their child's teacher who is or is not highly qualified.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

There will be a letter sent out to parents of participating NCLB Title I children, outlining the states academic content standards, etc. There will also be training, informational, seminars, etc, that will be held for participating 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.

There will be monthly training, seminars, offered and held at hours that accommodate parent work schedules. The parents will be given a calendar of events during our annual open house.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Professional Development will be held for teachers and staff. the administrative team will observe classrooms to assure implementation.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

The Head Start, Pre-K, Early Reading First Programs, will be given a calendar of events of our goals, vision, and mission, as well as our curriculum and upcoming events. The above-mentioned programs will be invited to participate/assist in sections of professional development and parent projects that are offered both during and after school.

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.

This will be accomplished by continuous meetings offered, fliers, training, seminars, and open communication with parents on a consistent basis.

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.)

Arthur Dixon Elementary School will continue to model educational excellence by meeting the diverse needs of ALL students. School staff, parents and families will continue to help prepare students for the challenge of becoming competent individuals and contributing members of society. Through continuous staff development, emphasis on Literacy, Science, Mathematics, Technology and the incorporation of the Arts, we will continue to provide academic programs. These programs will provide support and prepare students for college and career opportunities that will enable them to be successful in their future endeavors and compete in a global society.

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.

There will be parent conferences held (September) for ALL, during Open House (5th week of school). There will be 2 other Parent/teacher conferences (mandated by the board) held on November and April. Parents are also able to meet with the teachers daily upon request.

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

The students will be provided with student progress reports every 5 weeks as well as report card pick-up. Teachers are also encouraged to follow-up with student progress weekly.

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

There will be parent conferences held (September) for ALL during Open House (5th week of school). There will be 2 other Parent/teacher conferences (mandated by the board) held on November and April. Parents are also able to meet with the teachers upon request.

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.

The parents are to request a parent volunteer packet from the main office. Once the parent has been cleared to volunteer in the school, the school as well as the teachers will give the parent suggested days and times that the parent can assist with student activities. The school will schedule parent activities that are the least intrusive and distracting to the students' academic performance.

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

The parents are to bring their children to school and on time daily. Assure child completes all homework assignments. Continue to communicate with the teachers in regards to behavior and academic performance. The parents will also support the school on the rules and policies that assure safety and promote a positive learning environment.

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

The parent will participate in decision making through attending, PTA, PAC, LSC, and any other events, activities, programs, trainings that Dixon has to offer.

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).

The students will comply to ALL rules and policies that are implemented at Dixon School. The students will come to school and on time on a daily basis. The students will complete all homework and classwork assignments. The students will also ask questions and seek out help when needed. The students will adhere to our Discipline Code of Conduct , as well as our Positive Behavior Interventions and Supports System.

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.

The school would like to train parents on how to access the different software and programs that students are asked to engage in. Programs such as Study Island, Stride Academy, and District Wide Assessment.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00

53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	2098	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	125	.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)	\$	2500	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	0	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	0	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	0	.00
53510	Postage Must be used for parent involvement programs only.	\$	0	.00
53306	Software Must be educational and for parent use only.	\$	0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	298	.00