



James R Doolittle Jr Elementary School (/school-plans/128) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	Monique Auxila, Kellie Corley	SEF
03/23/2016	Reginald Spears, Ashley Dunlap, Janette Arthur, Kellie Corley, Monique Auxila	Rating the school in SEF
04/13/2016	Reginald Spears, Duane Nelson, Ozzie Crump, Janette Arthur, Monique Auxila, Kellie Corley	Determining Priorities and goal setting

04/25/2016	Janette Arthur, Monique Auxila, Kellie Corley	Developing our strategies
04/27/2016	Monique Auxila, Kellie Corley	Revising strategies
04/28/2016	Ashley Dunlap, Janette Arthur, Kellie Corley	Adding action steps
05/23/2016	Ayana Field-Ridley, Monique Auxila, Kellie Corley, Brian Corley	Community work and collective responsibility, action steps on SEL
03/28/2016	Ayana Field-Ridley, Monique Auxila, Kellie Corley	Community work and collective responsibility, action steps
06/23/2016	Corley, Beasley, Nelson, Topps, Crump, Auxila, Arthur, Spears, Dunlap, Vaughn	Finalizing summer action steps and timeline for SEL & ILT

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Administration has articulated the four leadership pillars in which they use as the governing guides for all initiatives related to school improvement. The existing mission and vision is unclear as several school documents communicate varying focuses for the school. Administration has begun removing this literature from official school documents and is working with the ILT and teachers to develop a shared vision. One of the pillars includes instructional coherency across all grade levels, which was derived from classroom observations as well as the rating of neutral in program coherence on the 5Essentials Report. On going weekly bulletins express the importance of staff and teachers working collectively to transform the culture to one of high expectations for all stakeholders- parents, staff and students. Shared leadership structures exist in that the ILT is represented by almost each grade band and SEL staff. The ILT and administration work collaboratively to prioritize teaching challenges and strategize for strengthening teacher practices. Grade level team meetings are structured to mirror the ILT's plan for increased collaboration and coherency. These efforts are leading to shared planning and instructional practices across all grades and contents. Administration schedules quarterly panels with teachers and ESP to determine things that are working, not working, and solutions for improvement.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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The ILT is a structured team that focuses on the teacher learning and improvement of instruction in the building. The ILT uses the cycle of inquiry approach to identifying a problem of practice. The team conducts learning walks to identify problem of practices and analyze root causes. The team then develops a plan for implementation and designs clear protocols and rubrics for collecting data, progress monitoring, and measuring of effectiveness. The team uses quantitative and qualitative data to drive their work. The team collects data on instructional practices that impact student learning. Student data helps the team develop their long term goals for increase student learning, while teacher practice data is used short term to address problems of practice, in the hopes of: IF we build the capacity of our teachers around their instructional practices, THEN student learning will increase. The team works collaboratively, meets consistently every other week, and ensures that information is disseminated throughout the entire staff body and aligned to the grade/content level teams. The ILT has shared norms and member roles which increases the teacher leadership. Teachers facilitate the meetings and administration acts as a participant and coach to help push the team's thinking and development.

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.

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Professional learning in the building follows the same overarching goals and focus, but is differentiated for varying teams' needs (i.e. pre-k and specials teachers have different needs). As a school, we are focused on Domain 1 of the CPS Framework for Teaching to build teachers' capacity in planning coherent instruction aligned to CCSS. All professional learning is centered around strengthening this practice around teachers, along with appropriate ways to use data to inform instructional planning. There have been 2 major school initiatives to assist teachers in this practice. Grade level meetings also serve as opportunities for teachers to collaborate and engage in this work with their peers. Teachers in the same grade level bands have common planning time, however, the level of collaboration that takes place outside of the administrative led meeting is unclear. (Last year's 5Essentials reported that teachers felt that collaborative practices were very strong.) The ILT has developed protocols that encourage and require teachers to observe each other and provide non-evaluative feedback as a method for strengthening practices for both the observer and the teacher being observed. Agendas for all meetings and PDs are presented to teachers ahead of time so that they are aware of what will be covered, what's expected and can bring any questions that they may have. Staff members and teachers are a part of the planning and presenting during school-wide PDs and some grade level meetings. Collaborative work sessions are embedded in the professional learning of teachers.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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

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The schedule for the school day follows the CPS instructional time guidelines for maximizing instructional time. All grades k - 3rd receive a 120 minute uninterrupted reading block. Classes receive built-in yoga/exercise time in their instructional day as well. With a limited budget, administration aligns funds to the needs of the school surrounding the 4 leadership pillars. When teachers request supplies and/or materials, they must provide a thorough explanation as to how the materials will be utilized in their instruction and aligns to their unit planning. This strategy has cut down on the spending of programs and materials that are underutilized. For technology programs, administration sends out surveys to teachers to assess the level of interest, alignment, and the frequency in which teachers would plan on using them for student learning. For the 2015-2016 school year, teacher retention rates thus far have been low, as the school currently has 4 vacancies. There is a thorough hiring protocol that includes a team of staff members, and a trial period so that interested candidates understand the circumstances and needs of the school, in addition to the hiring team being able to assess the candidate's level of expertise and skill sets. This process is designed to increase teacher retention so that students have a strong, high-quality teacher that is committed to the students at JRD. Three teachers have exited the school and for each there was an exit interview to determine and document the reasons for leaving. This feedback is taken into consideration for enhancing the interviewing process for new candidates. Current teachers are situated in ways that demonstrate strengths across each grade band and support staff are used to assist classrooms to increase student learning. The school has a system for monitoring and evaluating the effectiveness of community partners. Community partners provide resources that align to the needs of the school and fall within the 4 leadership pillars.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**

- Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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.

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Teachers are in the beginning phases of creating unit plans that address assessment and task alignment to predetermined objectives. Classroom observations and lesson plans serve as evidence that small group instruction is not a consistent practice school-wide. Administration has developed some targeted structures for teachers that are coaching teachers on how to use various student data to create small groups and provide targeted instruction to support the learning needs/goals of those students. Administration and ILT have combined their vision for teacher learning to positively impact student learning, in order to develop a coherent and cohesive plan to build teacher's capacity around effective planning that yield rigorous instruction and positive student results.

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&scid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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	✓ 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

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The school has two complete computer labs (a MAC lab and a Chromecast lab), Chromebook laptops, and iPads. These resources are readily available to all teachers using a reservation system. Teachers can make requests for materials and instructional supplies. In order to have these requests fulfilled, teachers must demonstrate how they will use these materials, how it aligns to their units and CCSS, and the frequency of it being used. As we strengthen the practice of small group instruction and build teachers' capacity around using student data, instructional materials will become more closely aligned to the needs of our students in order to yield the desired student goals socially, emotionally, and academically.

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 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 Framework for Teaching	
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

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Current structures are in place to help teachers first truly understand the definition of rigor by examining varying assessments and levels of understanding. Teachers are currently going through a process for developing performance tasks that measure varying facets of understanding/depth of knowledge. This initiative was sparked by classroom observations of excessive copying of worksheets offering low level questioning and tasks. Protocols for examining student work have not been the focal this year, as one of the underlying root causes has been determined to be the actual task being offered as opposed to students' performance on them.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?atredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?atredirects=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:

Score

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

1 2 3 4

There are some structures in place to aid students in the transition between JRD and high schools. Eighth grade students attend college and high school shadow days to expose them to different secondary and post-secondary opportunities. A social justice group has been formed this year consisting of 7th & 8th grade students that partner with similar aged students at a partnering private school. This group engages in courageous conversations about race and other social injustices in our communities. Our counselor assists with high school applications and makes herself available to meet with families to further discuss options. The middle school lead takes the lead in planning events for middle school events to expand their exposure. Our partnerships with Ada S. McKinley and Willow Creek Church has provided students with additional college and career exposures. Coherent transitions from grade to grade have yet to be developed at the school.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.

- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Based on REACH ratings, classroom observations, learning walks, and unit/lesson plans, there are inconsistent instructional practices school wide. Small group instruction is not readily observed and tasks do not consistently offer varying levels of depth. In the ILT's initial learning walk, as a whole it was determined that the instructional practice at the school was basic across all domains. The school's SQRP rating dropped from Level 1 to Level 2 in one year (2013/2014 - 2014/2015) where student's growth reading growth went from 99% to 2% and the math growth dropped from 99% to 28%. Overall attainment also dropped across all subject areas and grade bands.

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

1 2 3 4

Given classroom observations, GLMS, PDs and staff interviews, we are in the beginning phases of establishing our MTSS practices as they pertain to universal instruction in the core curriculum. Teachers are creating unit plans that address small group instructional practices per student data and progress monitoring. Unit plans include the use of competency based assessments given specified objective(s). We are developing practices school wide to address personalized learning for students through the creation and monitoring of W.I.N folders based on NWEA-MAP RITS and learning continuum. We have begun monitoring on track statistics quarterly and are addressing students at risk of failure through study halls, after school tutoring and Saturday academic programs.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students

- have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1 2 3 4

Clear structures and grading practices were established at the start of the year with the teachers' input. Teachers have to offer students multiple opportunities to demonstrate mastery. Reteaching is required for failing scores. Teachers must provide students with different opportunities to turn in missing assignments. We have a no Zero policy. Systems for monitoring students' grades have been established but are not consistently adhered to. The current planning focus for teachers is designed to strengthen their understanding of creating performance tasks and rubrics that explore varying ways that students can access content and demonstrate mastery. These practices are also intended to strengthen the level of differentiation in the instructional practices.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Some teachers have created an environment in which high expectations are set for all students. There is limited student work on display at the school. Student work in classroom is not a consistent practice among all staff members/teachers. A large majority of students do not always display pride in their work which is evidence by lower quality and/or a focus on completion of assignments as opposed to the quality of their work. Additionally, trash is often found throughout the building left and/or thrown by students. Not all teachers participate in having students clean up or pick up trash in the halls or even the classrooms. Hard work and commitment to the school is displayed by some staff through their leadership in joining school teams (i.e. Culture & Climate, ILT), assisting with various school activities and events, leading new ideas and initiatives for improved student learning. ILT focus has been around 3d (Use of Assessment in Instruction) to help with improving teachers' quality of feedback. Based on 2014-2015 SQRP growth, we were at the 2nd percentile for reading and 28th percentile for math.

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

Some teachers have created peer buddies to support classroom management efforts. All staff members do not interact with students in an appropriate manner. Some staff members know their students and interact with them in most of the time in an appropriate manner. Students do not show high levels of civility, i.e. yelling at staff, putting hands on staff, walking away from staff, cursing at staff, etc. We have made gains since the beginning of the school year as evident by students responding to staff members when approached or directed. There isn't any coherency amongst staff members in regards to behavioral expectations and follow through.

Specials teachers are providing tutoring support and have developed relationships with classrooms. Pockets of a warm culture are evident as some teachers are attempting to build relationships with students and amongst their staff members.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Student attendance has increased from last school year by 1 percent. The initial stages for autonomy of learning have been rolled out this school year, through the use of WIN folders (What I Need). Teachers are working on becoming facilitators of learning and allowing students to make choices that will impact their growth. This will increase student engagement in school. Extra curricular activities consist of social emotional supports like social justice groups, pretty brown girls, character development, mentorship through basketball. We have provided students with activities that develop the arts, like, Hyde park art center, guitar, chorus, Doolittle playhouse (acting), A student body (8th graders), student counsel has been developed and are active in peer buddy reading with primary students, social justice group. School scheduled spirit days have been incorporated in the school calendar to help develop a sense of ownership to the school. We have also incorporated evening and weekend family events on a monthly basis.

Participation/attendance in after school activities have been inconsistent. Additionally, student daily attendance fluctuates monthly. Although, teachers are incorporating WIN time with in their day. Teachers continue to need professional development around autonomous learning and facilitating student learning.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

There are structures in place to increase the safety of the building. From an organizational standpoint procedures and routines for drills are all provided to staff. Staff has protocols for how to handle evacuations, drills, and lock down situations. The security team has clear schedules and tasks to respond to student safety. For classrooms, procedures for sending students in the halls is communicated on a weekly basis, with a 100% hall way pass compliance as the expectations. The challenge is having all staff members buy-in and execute the communicated procedures and protocols. Many of the procedures that are being communicated are new as their is new administration. The process for responding to safety and order has been reactive based on data collection and observation. Parents have expressed concerns regarding the parking lot and measures were taken to slow down the traffic flow in the parking lots, making it safer for students. There are not regularly schedule safety and security team meetings to discuss what is working, what's not and ways to make it better. This is one way to strengthen and become more proactive about increasing student safety. Adjustments are made as new data surfaces to maintain student safety and security.

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.

We have developed a restorative room and detentions have been renamed to reflection time. We have a hired a dean of students who has been participating in professional development around restorative practices. Staff members have engaged in restorative practices during professional development days. Weekly school news letters to staff members incorporate weekly positive school culture messages. Some teachers respond to behaviors in a calm, respectful, and thoughtful ways. Some interactions can be condescending and contribute to student behavioral outburst. There was an attempt to roll out caring schools communities or developmental design in all classrooms K-8, but teacher "buy in" has been inconsistent, additionally, it has been determined that students need to be taught SEL/behavioral skills.

Guide for Restorative Approaches to Discipline

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

- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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

This year there has been a focus on strengthening the parent partnerships. Every month, our school hosts family events to encourage families to come out and get involved in the life of the school. In September we hosted a Paint with the Principal, October was Treat Street, November- Parent Stepper's Night, December- Holiday in the Halls, February - Daddy Daughter Dance, March - March Madness Basketball Tournament, April - Talent Show, and May - Mommy Son Dance. We have established a PAC and partnered with an organization that is developing their leadership and capacity to lead parent groups in the school. Every last Wednesday of the month, the Principal hosts a Tea w/ the Principal to discuss school improvement and provide parents with a platform to voice their concerns and ideas. Things discussed at these meetings are brought to the PAC for future planning. The PAC consistently meets monthly and as of February has begun offering parent workshops every month. Parent Newsletters are sent home every month to keep parents informed about important information and dates at the school. Principal readily meets with parents for conferences.

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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

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 Quality & Character of School Life: Parent Partnership

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

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

National School Growth Percentile - Reading

As a school, we would like to obtain 40% growth in reading for the 2016/2017 school year. This goal is formulated around baseline EOY 2015/2016 data due to a turnaround situation. To support this goal, all teachers began receiving training and supports to strengthen their planning. In particular, as a school we implemented WIN (What I Need) folders which is an initiative that requires teachers to conference with each student one-on-one to develop a strategic plan for growth based on their NWEA scores and goals.

99.00 2.00 40.00 35.00

National School Growth Percentile - Math

As a school, we would like to obtain 36% growth by EOY 2017. This goal is formulated around baseline data due to a turnaround. To support this goal, primary and intermediate teachers were provided with the Envision math series to ensure coherency and structure for the math block. During the 2015/2016 school year middle school unfortunately did not have permanent math teacher, but received instruction based on a curriculum designed by administration and a retired math instructor. For the 2016/2017 school year, students will have a full-time math instructor. Additionally, students will receive supports from a retired math teacher once a week who volunteers and works with students in all three middle school grades. Middle school students will also continue to receive tutoring supports from Ada S. McKinley twice a week.

90.00 28.00 36.00 42.00

% of Students Meeting/Exceeding National Ave Growth Norms

EOY 2015 National Ave Growth was at 45%. We are aiming to increase this number by 5 percentage points. This goal is formulated around baseline data due to a turnaround. Again a number of systems have been put in place at the instructional level to develop teachers' use of student data to drive instruction and to increase differentiation practices to assist each student with meeting their individual growth target. We hope to see more accurate baseline data for this EOY to build off of.

73.50 (Blank) 50.00 55.00

African-American Growth Percentile - Reading

Because our population is 99% African-American, the practices listed for the national school growth percentile in reading above remains the same for this subcategory.

99.00 2.00 25.00 35.00

Hispanic Growth Percentile - Reading

N/A

(Blank) (Blank) 0.00 0.00

English Learner Growth Percentile - Reading

N/A

(Blank) (Blank) 0.00 0.00

Diverse Learner Growth Percentile - Reading

As a school, we would like to obtain 40% growth in reading for the 2016/2017 school year which is inclusive of the Diverse Learner Population. This number is created based on a more realistic picture of where our students' performance levels are. We are using EOY 2016 as our baseline data due to a turnaround situation. This year, middle and primary DL students had permanent teachers that were required to provide differentiated instruction, small group, and individualized supports (WIN folders) to help students meet growth targets.

(Blank) (Blank) 40.00 35.00

African-American Growth Percentile - Math

Because our population is 99% African-American, the practices listed for the national school growth percentile in math above remains the same for this subcategory.

90.00

28.00

35.00

42.00

Hispanic Growth Percentile - Math

N/A

(Blank)

(Blank)

0.00

0.00

English Learner Growth Percentile - Math

N/A

(Blank)

(Blank)

20.00

23.00

Diverse Learner Growth Percentile - Math

As a school, we would like to obtain 36% growth in math for the 2016/2017 school year which is inclusive of the Diverse Learner Population. This number is created based on a more realistic picture of where our students' performance levels are. We are using EOY 2016 as our baseline data due to a turnaround situation. This year, middle and primary DL students had permanent teachers that were required to provide differentiated instruction, small group, and individualized supports (WIN folders) to help students meet growth targets.

(Blank)

(Blank)

36.00

23.00

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

For our 3rd - 8th grade students, we would like to obtain attainment in reading in the 38th percentile. This number is generated based on the EOY 2016 attainment percentile. Targeted systems to support teachers on their use of student data and small groups especially during the literacy block were a part of the strategic plan for meeting this goal. Growing 8 points is a realistic goal for our student body considering that an intermediate ELA teacher left mid-year. To ensure that these students still received instruction, a computer ELA program was purchased that provided opportunities for students to strengthen their non-fiction reading skills and comprehension.

23.00

7.00

38.00

25.00

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

For our 3rd - 8th grade students, we would like to obtain attainment in the 28th percentile. This goal is formulated around baseline data due to a turnaround. To support maintaining this level, primary and intermediate grades share a common math curriculum, and the middle has the extended version of this curriculum. With the absence of a math teacher for middle school grades, administration and a volunteer (retired math instructor) worked diligently to provide students with instruction that built their foundational skills in order to solve grade appropriate math problems.

23.00

17.00

28.00

35.00

National School Attainment Percentile - Reading (Grade 2)

For our 2nd grade students, we would like to obtain attainment in reading in the 30th percentile. This number was selected based on the systems that administration put in place for the primary literacy block. All teachers are required to hold small group instruction on a daily basis and provide students with guided reading instruction. Additionally, primary teachers were provided with morning intervention supports from our specials teachers. TRC/Dibels assisted with progress monitoring and strategic planning to support student reading growth through differentiation and interventions.

37.00

12.00

30.00

40.00

National School Attainment Percentile - Math (Grade 2)

For our 2nd grade students, we would like to obtain attainment in math in the 22nd percentile. This goal is a 19 point gain which is realistic given previous systems and structures that inhibited accurate student data collection. Systems have been put in place to support math growth through strategic scheduling, planning sessions, curricular resources and an extended math block.

63.00

3.00

22.00

25.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A

(Blank)

(Blank)

80.00

90.00

Average Daily Attendance Rate

We would like to obtain a 94% average or higher. Our goal is based on our leadership focus pillars which addresses culture/climate, instructional practices, community and parent partnerships and SEL for all stakeholders. All of the pillars directly effects student engagement and positive perception of school. Systems and structures to support this initiative include, attendance campaigns, primary breakfasts, weekly shouts & recognitions of classes with 95% or better, traveling attendance trophies, monthly attendance parties, and weekly incentives for classes with 95% or better attendance.

93.00

92.70

94.00

95.00

My Voice, My School 5 Essentials Survey

We would like to maintain an organized status for our MVMS 5Es, however, we acknowledge that as a new administration that has focused on creating some very much needed structures around instruction and continuous school improvement, we expect to see a dip in the responses from faculty surrounding the 5Es. Because the 2015-2016 school year was a turnaround situation, we therefore set the goal for the 2016/2017 to obtain a Moderately Organized culture and climate.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

5 of 5 complete

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

OSS per 100 (all students)

The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.

7.03

22.59

19.43

16.71

OSS per 100 (Diverse Learners only)

The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 28% annually.

13.69

38.84

27.96

20.13

Number of Group 4, 5, 6 Infractions

This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.

25.00

76.00

72.00

65.00

Use of Codes 3-6 and 4-9

This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary an no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is reduce this metric by at least 60% the first year and another 40% the second year.

5.00

26.00

10.00

6.00

% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken

This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 70% over a 3-year period.

63.60

26.80

50.00

60.00

Strategies

Strategy 1

If we do...

foster the Culture and Climate Team to implement and lead a comprehensive SEL/Behavioral health plan that includes Restorative Practices, Second Step, PBIS, and CHAMPS to support students, parents and staff

...then we see...

we'll see positive interactions between students to students (such as students greeting each other, students respecting the personal space of their peers), teachers using positive communication with students at a 4:1 (we will hear four positive praises for every single redirection of behaviors), staff members present in the halls during transitions (i.e. teachers escorting their students at all times in the halls; security guards supporting teachers during transitions), 95% of our staff members in the halls and on the playground during arrival and dismissals as it relates to their assigned times, more respectful parent-to-staff relations, and an overall more nurturing school environment where students are excited to be at school.

...which leads to...

This will lead to an increase in attendance (staff to 97% and students to 95%), a decrease in level 4-6 behaviors by 20% (150 drop to 120), as identified in SCC, an increase in the Supportive Environment and Collaborative Teachers from weak to strong as measured, and an increase in parental involvement as measured by attendance and participation in parent workshops, events, and other volunteer opportunities in the life of the school.

Tags:

Attendance, Climate and Culture

Area(s) of focus:

2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Build a team of staff who have will and skill in the area of school culture and climate

Administration

Mar 28, 2016 to
Apr 29, 2016

culture and climate team meeting notes

On-Track

Climate and Culture

Create a strategic transition plan that includes the visibility of staff

Culture and Climate Team

Apr 25, 2016 to
Jun 17, 2016

Comprehensive school protocols that outline non-negotiables

On-Track

Attendance, Climate and Culture

Professional Development for staff, parents, and students to support SEL

Administration

select

Partnerships with Laynie Foundation and Alternatives; Laynie Foundation focuses on providing professional development and support groups for staff and parents. Students receive group counseling and are participating in restorative practices to develop student mediation groups and ownership of SEL

On-Track

Culture and climate, Social emotional learning

Implement SEL curriculum and strategies to build school climate	Administration and teachers	select	SCC team reviewed and selected the Second Step curriculum to support student learning and create SEL coherency across grade levels. We have partnered with Alternatives n a 2 year grant to support the development of SEL in both staff and students.	On-Track
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Social emotional learning

Increase student attendance through strategic and intentional planning	SCC Team	select	The attendance team has implemented daily, weekly, monthly and quarterly initiatives to increase student attendance; this includes daily shout-out, calls home for students who are absent, frequent awards and attendance parades.	On-Track
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Strategy 2

If we do...

...then we see...

...which leads to...

develop and implement a coherent in-house Professional Development schedule that allows for teacher planning and work sessions around unit planning; coaching and instruction around the UbD planning model from lead teachers, administration, and UbD trainers; coaching on SEL strategies to plan and execute in the classroom; align grade level meetings to reinforce teacher learning; and provide vertical and horizontal planning sessions specifically for WIN (What I Need) small group instruction to support tier 1 of MTSS	teachers will generate unit plans that have clearly defined goals and aligned objectives that are derived from CCSS; tasks that align to stated student learning goals and/or objectives; increased implementation and observations of the use of performance tasks; students working on tasks in which they have identified as an area of growth for themselves; small group instruction that is driven by student assessment data and targeted to address student proficiency levels	an increase in proficient and distinguished instructional practices as outlined in the Framework for Teaching around Domains 1 and 3 by 75%; an increase in student achievement on district and state benchmark assessments in reading by 31% and math by 11% for the 2016/2017 school year; and a decrease in students' Level 2 -3 (SCC) misbehaviors in class by 50% as logged on Student Logger by teachers.
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Tags:

Instruction, Academics, Assessments, Behavior, Assessment design, Coaching, Collaboration

Area(s) of focus:

1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
School wide implementation of a SEL program/curriculum for teaching explicit skills and strategies	Teachers, Admin and ILT	select	Purchase of Second Step curriculum Pre-K through 8th grade, with the bullying kits. Scheduled time for implementation on our school wide master schedule.	On-Track
Develop a school-wide UbD unit planning template that gives specifics about the assessment piece (Stage 2).	Admin; ILT	Jul 4, 2016 to Jul 29, 2016	Teachers have been provided with the UbD template and are currently submitting unit plans using the UbD aligned template.	Completed
ILT team will work in collaboration with admin to develop a school wide PD and GLM agenda to offer training and development of the UbD planning.	ILT; Admin; teachers	Aug 1, 2016 to Sep 16, 2016	UbD trainer has been retained for the school year to provide professional development. Teachers have extra planning and collaboration time to support each other with planning.	Completed

Implement common small group instruction using clearly identified student data.	ILT, Admin, teachers	Jan 1, 2017 to Feb 6, 2017	Purchase of Fountas and Pinnell to screen, progress monitor and group for grades 3-8. Grades K-2 TRC/DIBELS to screen, progress monitor and group along with Fountas and Pinnell. Held PD for staff on how to BAS, collaboration meetings to assess data and create groups	On-Track
Creation of CCSS scope and sequence for all grades K-8 and create skills and knowledge list by grade level to support both UbD planning and WIN small groups	Admin, Teachers ILT	select	Creation of the CCSS scope and sequence was create with network support during the summer. skills and knowledge list by grade will be create by grade level during GLMs.	On-Track
Learning walks will be implemented to ensure that teachers are supported, and get feedback on guided reading groups and small group instruction	ILT, Admin	Feb 27, 2017 to Jun 20, 2017	(Blank)	On-Track

Strategy 3

If we do...

...then we see...

...which leads to...

build the capacity of teacher leaders within teams (currently Instructional Leadership Team, Culture and Climate Teams, & Grade Level Teams) through the establishment of targeted structures (norms, roles, agenda/topic aligned to school wide initiatives), administrative coaching/scaffolding (development of teacher leaders through strategies with identified action steps to ensure consistency), and the use of the cycles of inquiry (data, analysis, root cause identification, plan, implement, and reflect/progress monitoring) to inform decisions for school improvement	Teacher leaders planning and facilitating staff meetings/professional developments; clearly defined roles and responsibilities among staff members; and a collegial professional setting	High functioning teams, as measured by selected research based rubrics; shared leadership among teachers; increased relational trust, effective leaders, and collaborative teachers as measured by the 5Essentials; increased teacher buy-in; and coherent and consistent practices among all staff members.
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Tags:

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

Action step	Responsible	Timeframe	Evidence for status	Status
build teams of teachers for both ILT, SCC and GLM teams with targeted structures	Admin	select	Team meeting agendas	On-Track
ILT members will led GLMs during bi-weekly meeting with teacher team	ILT and Admin	select	GLM agendas and meeting notes	On-Track

Cycles will be used by ILT to plan for targeted PD and collaboration efforts	ILT and Admin.	select	ILT agendas and meeting notes that show data conversations for small group and UbD planning	On-Track
SCC pillars will be separated to identified staff leaders to target specific pillars to increase efficiency	SCC team and admin	select	SCC has structures and has identified staff leaders to support efficacy of the implementation of goals. Meeting notes and agendas have specified leaders.	Completed
Development of school counseling program to increase SEL supports, this includes strategic counseling schedule, counselor's school wide focus and additional supports for common areas	Administration	select	Counselor has a freed schedule from case management to support SEL/behavioral health, counselor has become the point person for attendance, school-wide SEL initiatives, i.e. CHAMPS, RP, Second Step. Hiring of additional staff member to support our common area school culture and climate	On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Build a team of staff who have will and skill in the area of school culture and climate</p> <p>Tags: Attendance, Climate and Culture, Climate and Culture</p>	Administration	Mar 28, 2016	Apr 29, 2016	On-Track
<p>✚ Create a strategic transition plan that includes the visibility of staff</p> <p>Tags: Attendance, Climate and Culture, Attendance, Climate and Culture</p>	Culture and Climate Team	Apr 25, 2016	Jun 17, 2016	On-Track
<p>✚ Professional Development for staff, parents, and students to support SEL</p> <p>Tags: Attendance, Climate and Culture, Culture and climate, Social emotional learning</p>	Administration			On-Track
<p>✚ Implement SEL curriculum and strategies to build school climate</p> <p>Tags: Attendance, Climate and Culture, Social emotional learning</p>	Administration and teachers			On-Track
<p>✚ Increase student attendance through strategic and intentional planning</p> <p>Tags: Attendance, Climate and Culture</p>	SCC Team			On-Track
<p>✚ School wide implementation of a SEL program/curriculum for teaching explicit skills and strategies</p> <p>Tags: Instruction, Academics, Assessments, Behavior, Assessment design, Coaching, Collaboration</p>	Teachers, Admin and ILT			On-Track
<p>✚ Develop a school-wide UbD unit planning template that gives specifics about the assessment piece (Stage 2).</p> <p>Tags: Instruction, Academics, Assessments, Behavior, Assessment design, Coaching, Collaboration</p>	Admin; ILT	Jul 4, 2016	Jul 29, 2016	Completed
<p>✚ ILT team will work in collaboration with admin to develop a school wide PD and GLM agenda to offer training and development of the UbD planning.</p> <p>Tags: Instruction, Academics, Assessments, Behavior, Assessment design, Coaching, Collaboration</p>	ILT; Admin; teachers	Aug 1, 2016	Sep 16, 2016	Completed
<p>✚ Implement common small group instruction using clearly identified student data.</p> <p>Tags: Instruction, Academics, Assessments, Behavior, Assessment design, Coaching, Collaboration</p>	ILT, Admin, teachers	Jan 1, 2017	Feb 6, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Creation of CCSS scope and sequence for all grades K-8 and create skills and knowledge list by grade level to support both UbD planning and WIN small groups</p> <p>Tags: Instruction, Academics, Assessments, Behavior, Assessment design, Coaching, Collaboration</p>	Admin, Teachers ILT			On-Track
<p>✦ Learning walks will be implemented to ensure that teachers are supported, and get feedback on guided reading groups and small group instruction</p> <p>Tags: Instruction, Academics, Assessments, Behavior, Assessment design, Coaching, Collaboration</p>	ILT, Admin	Feb 27, 2017	Jun 20, 2017	On-Track
✦ build teams of teachers for both ILT, SCC and GLM teams with targeted structures	Admin			On-Track
✦ ILT members will led GLMs during bi-weekly meeting with teacher team	ILT and Admin			On-Track
✦ Cycles will be used by ILT to plan for targeted PD and collaboration efforts	ILT and Admin.			On-Track
✦ SCC pillars will be separated to identified staff leaders to target specific pillars to increase efficiency	SCC team and admin			Completed
✦ Development of school counseling program to increase SEL supports, this includes strategic counseling schedule, counselor's school wide focus and additional supports for common areas	Administration			On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Doolittle will continue to hold its monthly PAC (Parent Advisory Council) meetings where the parents plan for parent workshops and lead parent initiatives that are aligned the CIWP and school goals. The principal makes herself available to meet with the team and collaborate with them to properly allocate Title I Parent funds to assist parents with executing their plans for the year for parent learning and workshops.

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 principal will begin the year with the a back to school newsletter and ROBO call recruiting members and participation for the school's PAC. The principal will also highlight the work and accomplishments of the PAC at the State of the School address and website. The principal will host the Title I Annual Meeting on September 30th and the Title I PAC Organizational Meeting will be held on October 7th. Both meetings will be set after conversing with current PAC officers and within 2 weeks of the State of the School address.

PAC meetings will be held on a monthly basis as established at the PAC Organizational Meeting. All meeting dates are posted on the school website, school marquee, and listed in Parent Newsletter. Robo Calls also go out to all families to remind them about upcoming PAC meetings on a monthly basis. Outside of the PAC, the principal holds monthly Tea with the Principal which is offered at the same time each month, (3rd Wednesday of the month at 9:30am) to provide another opportunity for parents to learn about initiatives throughout the life of the school and find ways to get involved.

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.

Principal sends a monthly newsletter to all families at the start of the month. In this newsletter the principal includes dates of all upcoming parent events, workshops, PAC meetings, and LSC meetings. In this newsletter, parents are also made aware of any major district testing, school initiatives, and other major school business. Academic tools are provided to parents through our newly established website. Links for parent portal are also provided on the website for parents to have access to students' grades for constant progress monitoring. The principal will ensure that all teachers are maintaining up-to-date Gradebooks.

At the start of the year, the principal will prepare the State of the School Address which will address the current performance data of the school and the plan for school improvement. This plan will align with the CIWP and explain to parents about the school's curriculum, social and emotional learning plan, and the leadership pillars for helping the school achieve its student outcome goals. A single page overview of this plan will be provided to all families, posted on our website, and made available in the office.

Finally through monthly PAC meetings and Teas with the Principal, parents are provided with a platform to discuss academic and curriculum initiatives in the school.

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 monthly Tea with the Principal is a great platform and opportunity for parents to formulate suggestions and participate in decisions about the education of their children. For more immediate concerns, the school has a shadowing and parent visit policy which allows parents to shadow their student and then set up a conference with the teacher and/or principal if need to be to address any concerns and/or questions that they have. Teachers are required to respond to parents' request within 48 hours, and work collaboratively to set up a conference/meeting time that is convenient for both parties.

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.

Once NWEA and PARCC (State Assessments) individual reports are provided, each student is provided with their report and sent home for parental review. During the mid-year period, these reports are provided once again to parents at parent conferences and with report cards. If a parent comes to the school and requests such student performance data, the school will provide results to the parents. At the end of the year, attached to the final report cards will also be the results of all available district testing results for the year.

Students are also made aware of their performance on the State assessment through our school-wide WIN (What I need) initiative, where teachers collaborate and conference with individual students on setting individual goals, and developing plans to accomplish these goals. The teacher conducts bi-weekly

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.

In the event that there is a class that is not instructed by a highly qualified teacher, a letter will be drafted and sent home to the families notifying them. In this letter it will communicate the plan for addressing this and/or obtaining a highly-qualified teacher. Administration will also invite parents in for a meeting to discuss the current state, our plan in supporting our students during the time that they are not being instructed by a highly-qualified teacher.

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.

The foundation will be laid at the initial state of the school address in September. At that time, administration will explain the current state of the school's academic status, student performance, goals for the school year, and the vision for the school. The principal will provide parents with the school's plan for achieving its' goals for the year. All parents will receive a single page flier as a reference, and this information and presentation will be made available on the school's website as well. Throughout the year, parents will be offered a series of workshops on academics, understanding the common core state standards, the best way to partner with teachers, and responding to behaviors. Additionally, each grade level hosts an open house where parents come to meet their child's teachers, receive an overview of the school year and expectations, sign-up for the Parent Portal so that they are able to monitor their child's progress on Gradebook, and find out about the various ways in which they can get involved in the life of the school.

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.

These are all initiatives in which we will be working in collaboration with the PAC and some of our community partners such as Stand University, Willow Creek Church, the Laynie Foundation, and our Community Schools Initiative. We have summer planning sessions to help build the momentum and set the tone for the school year around parent involvement and training. Planning sessions throughout the year consist of evaluating the effectiveness of the training for our parents, and strengthening parental partnerships with the school. Additionally, we have a parent room for our families that house 2 computers that they are able to use.

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.

Each month, we host family events with the objective of bridging the school and families. Staff is encouraged to attend these events and build relationships with families. Additionally, according to the Framework for Teaching, administration has discussions with staff about the domains that address communication with families. The launching of our new website help staff to provide families with classroom updates more frequently. Parents are also encouraged to volunteer in classrooms so that they are able to observe the learning in action and be apart of it. Teachers are also encouraged reach out to students/families and hold conferences. Staff receive training and ongoing research based articles/professional reads about the importance of partnering with families. Staff that exhibit this will be publicly celebrated. Our partnership with the Laynie Foundation is designed and structured in a way that both staff and families are receiving training and professional learning that parallel each other so that what teachers are doing in the class around social learning and behaviors can be carried over at home.

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.

We have 2 pre-k programs. Doolittle will continue to host Early Child parent workshops on site. Pre-K students are also included in school-wide initiatives which encourages all Early Childhood parents to participate and join in the celebration of their students along with other students.

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.

Parents receive a weekly newsletter that is formatted in a way that includes headings, important dates, announcements, and opportunities for volunteering. Additionally, the school website has a tab that is solely dedicated to parents that lists workshops, meetings, and other activities for them. It also shows a number of resources for parents. Finally, fliers are posted throughout the building and in spaces that are frequented by parents and of high traffic. Parents receive letters and notices about various initiatives, events, and other important announcements in between monthly newsletters by email, robo calls, and notices sent home.

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.)

At JRD, we feel like the world is our stage. We approach all that we do with excellence, energy, and confidence that can only come from preparation and hard work. Each student reaches excellence by following four guiding principles: Think, Dream, Believe and Achieve. It is in this mindset that students approach the stage of life with vigor and moxie, eagerly waiting for "ACTION"

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

Parent Conferences are held on Wednesday, November 9, 2016 and Wednesday, April 19, 2017. Parents and teachers can arrange for additional conferences outside of these formal dates.

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

Teachers are required to issue 3 grades a week for all core content subject areas. All parents have access to Parent Portal which enables them to monitor their child's progress throughout the year. The school assists parents with setting up their Parent Portal account and provides technology devices in the school for them to use. Progress reports are issued every 5 weeks. Report cards are issued every 10 weeks.

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

Staff is available via email, the website, and phone. Teachers have designated times in which they are permitted to respond to emails during the instructional day. Teachers are required to return all parents' calls and/or messages within a 48 hour period. Parents may also schedule conferences/meetings with the teachers by contacting the school and/or teacher directly. Teachers may meet with parents before or after school, or during their preparation period.

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.

Volunteering in the classroom can be arranged with the teacher and/or with the office. Parents are encouraged to volunteer in the classrooms. For parents that would like to volunteer on a regular basis, they will need to go through our volunteering process which includes them following the CPS protocol for becoming an official volunteer. We also have an volunteer orientation that we have all parents complete which provides them with training on how to be an effective volunteer at Doolittle. This orientation covers expectations, rules, policies, and other important school information. Parents are also encouraged to serve as chaperones for school field trips and events. We also have a shadowing policy in which parents can do pop-in visits of their child for a brief time so long as they do not use this as an opportunity to conference with the teacher as he/she will be instructing the entire class.

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

Parents will have access to Parent Portal to monitor their child's attendance and grades. Parents receive Robo calls if/when their child is absent. Teachers send home expectations regarding homework and parents can that their child will have homework on a daily basis. The website will also provide parents with homework schedules for each class as well.

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

Administration hosts Teas with the principal each month which provides a platform for parents to meet and discuss ways for continued school improvement. At these meetings, families have the opportunity to voice their concerns and ideas for school improvement. Ideas/suggestions are recorded and brought to the PAC to develop a plan of action. The PAC then hosts their official monthly meetings and planning sessions in between to implement various initiatives.

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).

One of the major initiatives at the school is WIN (What I Need), where students conference with their teachers to set goals for their performance on district exams. Students then collaborate with their teacher(s) to develop a plan for achieving their academic and behavior goals. Instructional time is built into our master schedule to support this work and allow for students to have dedicated time for practicing and working toward their set goals. Teachers conference with students one-on-one on a monthly basis to check in on their progress towards their set goals. Administration also meets with teachers on a monthly basis to discuss students' progress and the teachers' intentional work in supporting the child in leading and owning their own learning.

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.

One of the leadership pillars for this year is improved social and emotional learning for all stakeholders which includes students, staff, and families. By increasing this among all stakeholders, we strengthen the partnership between teachers and families which ultimately leads to improved student learning and outcomes. Our parents will be receiving professional learning and workshops around social and emotional learning. Additionally, one of the big projects of the parent groups this year is a Parent Hall Monitoring Task Force to help with our restorative practices in the school.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**
 52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-

\$	Amount	.00
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Instructional pay rate applies.

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.	\$	189	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	500	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	1751	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00