



John C Dore Elementary School (/school-plans/129) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
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### Team meetings

Date	Participants	Topic
01/13/2016	ILLT members	debrief of CIWP and technical functions
02/10/2016	CIWP committee	School Excellence Framework
01/20/2016	ILLT members	timeline for completing CIWP
02/17/2016	CIWP committee	School Excellence Framework
02/24/2016	ILLT members	School Excellence Framework

03/09/2016	ILLT members	Goals to inform 2016-2018 school years
03/16/2016	CIWP committee	identified four goals for 2016-2018 CIWP
03/23/2016	CIWP committee	drafted strategies
03/30/2016	CIWP committee	finalized strategies, drafted action steps
04/08/2016	ILLT members	evaluate impact and effort of action steps, revise action steps
04/19/2016	CIWP committee	parent involvement goals and final revisions

### School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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

1 2 3 4

Regular parent newsletters, vision shared each day by students and staff, vision embedded in all professional development, empowers other staff members with program designations, shared the CIWP in google drive, elicits staff views during regular meetings, meets regularly with all staff members, shares important news through email to ensure all staff receive same news, regular local school council meetings, allows all teachers to be part of leadership teams, various facilitators in GLM, new teacher PLC, PAWS, CS4all, new PLC's created by teachers (Health and Wellness)

### Guide for Leadership & Collective Responsibility

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

### Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

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ILLT meets biweekly, empowers other staff members to lead programs, data driven culture, ILLT is made up of various departments, meetings are run by agenda, grade level meetings are guided by ILLT, Meeting minutes are shared with all stakeholders

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

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

**Professional Learning:**

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 is data driven, professional learning is lead by stakeholders, peer observations, teacher teams, grade level meetings are grade specific, New teachers are assigned a mentor, new teacher PLC, math PLC, reading PLC, administration PQS, REACH observations, Professional development is geared toward student need, professional development is consistent and ongoing by administration and teacher lead teams

**Guide for Professional Learning**

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

**Evidence, Measures, and Standards**

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

#### Aligned Resources:

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

Score

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Principal utilizes hiring team (teachers and LSC members) for hiring process and protocols, partnered with many organizations (i.e. Roosevelt University, Brookfield Zoo, Safe Routes, Metropolitan Family Services, Emerald City) to assist with student learning ie CSI, teachers work with team to identify materials for instruction, teachers assist in determining books and other instructional materials for the classroom. Resource teachers assist MTSS students. Diverse learner minutes scheduled around their needs when creating classroom schedules.

#### Guide for Aligned Resources

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

#### Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

### Score

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-Google drive for unit/lesson plans  
 -Formative feedback with white boards, carbon copy Roosevelt forms  
 -Unit plans- Essential understandings  
 -Including students with special needs.  
 -GLM's bi-weekly to converse with grade level band colleagues  
 -Collaboration with LBS1 teachers  
 -ELL support  
 -Use of variety of resources/text

### Guide for Curriculum

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

a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz), etc.)

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

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

1 2 3 4

- Look at NWEA data for student grouping
- Use of technology (coding), grade and age-appropriate manipulatives, supplement materials purchased when necessary
- tasks are aligned to NWEA data
- All students are provided with materials (Sped, ELL)
- Native language materials have been purchased
- Purchase of iPads utilizing EL fund
- Materials translated when needed
- Native Language translation posted for use in translation
- Resource materials are available in common area (Common Core aligned books, writing books)
- Materials are available for students in small and large group
- Ipads, computers, and Smart boards are utilized.
- Multi-leveled reading material is available to students
- Analysis of NWEA data to group students based on their current levels of performance.
- Teachers conducted a study group to implement strategies for multiple intelligences in the classroom.
- Teachers model how to use materials.

## Guide for Instructional Materials

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

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

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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

- Teachers convey high learning expectations.
- Dore Vision
- All tasks are aligned to CCSS.
- Math PLC-Looking at student tasks that are aligned to student mathematical practices
- Reading PLC in the works of starting.
- Differentiated instruction.
- Close readings
- Roosevelt partnership for Balanced Literacy
- New focus on writing to begin cross curricular alignment.
- Developing protocols in GLM and Math PLC.
- Developing writing rubrics across grade bands.

### Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.



- **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

- Mentor program, supports acquisition of new students
- High School fair at partner school for 8th graders
- counselor provides high school information and supports to middle schoolers
- CSI summer learning opportunities
- annual career day
- college signs posted on staff doors
- weekly college gear day
- 8th grade morning Algebra for eligible students
- schoolwide focus on GRIT

### Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to

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

## Evidence, Measures, and Standards

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

Centers are utilized by most teachers, activities are aligned based on MAP and NWEA data, tier 1 and tier 2 instruction occurs in the classroom setting, framework for teaching-REACH, backwards design, CS4all coding part of instruction, health, p.e., and art minutes are met, REACH evaluations influence instructional practices, PQS provides feedback to enhance and promote reflection on instructional practices, local CPS partner school provided learning walks and feedback that resulted in primary level provides student centered activities, currently level 1+ school, need to work on 3rd, 5th, ACCESS and attendance

### Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

### Score

1 2 **3** 4

- MTSS Support Schedule for every grade
- Process in place to document and communicate within the school regarding Tier status of our students
- MTSS team meets 2x per quarter to review cases
- Home visits and phone conferences occurring for students with absenteeism issues
- After school programs
- Differentiated instruction is evident in classrooms
- Varied and appropriate student interventions
- Specialized Services Team (psychologist, SW, Counselor, LBS Teachers, etc.) collaborate with classroom teachers regarding academic interventions and SEL interventions

### 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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

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

Score

1 2 3 4

Use of Gradebook is consistent (weight percentages are the same for categories), minimum of 1 grade per week for core subjects, majority of parents access parent portal, teachers use formative assessment to drive and adjust instruction, student work analyzed at grade level meetings, Math PLC utilizes Webb's depth of knowledge, students receive tier 2 and tier 3 services by all staff, assessments are differentiated in most tasks, vertical and horizontal alignment of reading and writing scope and sequence, ACCESS and MAP testing utilized to inform and drive instruction, balanced literacy with Roosevelt University, Coach from Roosevelt University to support classroom teachers

## Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 3 4

- Self-assessment rubrics/tools evidenced in classrooms
- Lesson objectives posted in student friendly language
- Science Fair, Spelling Bee, B.O.B, Algebra Class meeting prior to start of the school day
- Teacher/student conferences
- Conference slips
- Classroom jobs posted classes
- Frequent feedback
- Students know how to access gradebook
- Mentoring Program
- Posting/ recognition of Gold/Blue Honor Roll
- Students working collaboratively in groups that are student led vs. teacher led
- Displays of positive messages found throughout the building

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 2 **3** 4

Dore Mentor program. Cross grade program, where 8th grade students support pre-k students and 7th grade and 4th grade support each other. Walk and bike to school as part of community engagement. Career Day reaching out for community involvement

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

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

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

Contributing to community:extra curricular activities CSI, Dore mentoring program. Student council for leadership. National Junior Honor society and Charity club. Morning algebra (high school placement exam) Career Day. 7th and 8th grade students take leadership roles for various upper grade activities. Upper grade students made decision on the implementation of PAWS in 7th/8th grade. Lawyers in the Classroom program. Social Justice/ Current events being taught. Sportsmanship taught in various settings: sports

## Guide for Student Voice, Engagement, & Civic Life

### Students...

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

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

## Evidence, Measures, and Standards

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

## Safety & Order:

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

## Score

1 2 **3** 4

- procedures in place for reporting concerns
- transitions occur with minimal instructional loss
- arrival and dismissal are fully staffed and occur safely, efficiently, and orderly
- P.A.W.S. program promotes positive behavior
- Middle school behavior and learning contract
- Need to develop clear criteria for classroom managed behavior versus office managed behavior
- Neutral rating on the 2015 5E's for supportive environment (The school is safe, demanding, and supportive)
- Safety Over Time on the 2015 5E's has a downward trend
- Student Teacher trust is trending upward

## Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**



- All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

- S.S.S. expectation promoted throughout the school
- P.A.W.S. team in place
- Frequent school-home communication through monthly classroom newsletters, emails, and robocalls
- MTSS
- Detention and ISS assigned only
- Utilization of the discipline form.

### Guide for Restorative Approaches to Discipline

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

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

## Evidence, Measures, and Standards

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

### Parent Partnership:

Score

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

1 2 3 4

- Literacy Night, Math and Science Night, and other opportunities for parents to experience the school and the curriculum
- Friends of Dore meets monthly
- Response to parent/guardians concerns occurs within 24 hours
- Quarterly parent events hosted
- Promotion of Parent Portal
- Involved Families, Parent Involvement, Parent Influence in Decision Making in the School on the 2015 5E's all rated as strong
- Attendance monitoring and home visits as needed
- Consistent communication methods
- B.A.C.
- Communications sent in English and Spanish

### 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	<a href="#">2c. Managing Classroom Procedures</a>
CPS Performance Standards for School Leaders	<a href="#">4c. Communicating with Families</a>
	D1. Engages Families

## School Excellence Framework Priorities

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

4 Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Culture for Learning

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Parent Partnership

1 2 3 4 5

Goals

Required metrics (Elementary)

14 of 18 complete

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

National School Growth Percentile - Reading

There was a slight decline from 2014-15 to 2015-16 and hypothesized that high level student engagement and discourse as well as more systematic teacher learning will improve the reading growth.

97.00

90.00

92.00

95.00

National School Growth Percentile - Math

Math tasks are primarily lower level and cognitive demands placed on children are not yet vertically aligned as of yet.

88.00

91.00

93.00

95.00

% of Students Meeting/Exceeding National Ave Growth Norms

We have to consider all students from DL, EL and all MTSS tier's.

68.20

(Blank)

70.00

72.00

African-American Growth Percentile - Reading

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Hispanic Growth Percentile - Reading

This is a majority percentage of our students therefore it should be reflective of the overall school growth in reading trends.

96.00

85.00

88.00

90.00

English Learner Growth Percentile - Reading

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Reading

Each year we have an influx of DL's and in result of interventions the population changes.

83.00

52.00

55.00

60.00

African-American Growth Percentile - Math

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Hispanic Growth Percentile - Math

This is a majority percentage of our students therefore it should be reflective of the overall school growth in math trends.

85.00

90.00

92.00

95.00

English Learner Growth Percentile - Math

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Math

Each year we have an influx of DL's and in result of interventions the population changes.	39.00	90.00	92.00	95.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Based on our alignment vertically and horizontally our Reading attainment will increase.	89.00	92.00	95.00	97.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Based on our alignment vertically and horizontally our Reading attainment will increase.	91.00	95.00	97.00	99.00
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**National School Attainment Percentile - Reading (Grade 2)**

Due to alignment with grade bands and collaboration in reading 2nd grade reading attainment will increase.	88.00	93.00	95.00	97.00
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**National School Attainment Percentile - Math (Grade 2)**

Due to alignment with grade bands and collaboration in reading 2nd grade math attainment will increase.	70.00	81.00	83.00	85.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

EL proficiency teacher will provide PD for all staff to address areas of improvement so that students increase with ACCESS	43.10	45.70	46.00	48.00
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**Average Daily Attendance Rate**

This is a difficult task due to the fact that attendance is not penalized on student report card or for promotion. Parents feel they can take their child out when ever they like.	95.90	95.70	96.00	97.00
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**My Voice, My School 5 Essentials Survey**

This data is used to discuss with staff and improve CIWP along with addressing areas of improvement.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

**Strategy 1**

If we do...

...then we see...

...which leads to...

If we build capacity of all teachers through increased teacher learning opportunities	increased accountability and ownership	teacher and student learning
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Tags:

Literacy/Reading, Math, Science, Core Instruction, Diverse Learners, English Learners, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Instruction, Cycles of professional learning, Leadership, Trust, Instructional practices, Curriculum

Area(s) of focus:

2, 1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Content area PLCs will create content specific protocols for examining student work resulting in teachers having rigorous conversation about student engagement, differentiation, and clear next steps. This will lead to increased achievement for all students in the content areas.

ILT members

Jul 1, 2016 to  
May 31, 2018

Math and Reading PLCs have been formed and have begun this work.

On-Track

**Literacy/Reading, Math, Science, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Social studies, Instruction, Cycles of professional learning, Instructional practices, Curriculum, Academics, Professional development, Differentiated instruction, Rigorous tasks, Common core, Formative, Summative, Feedback, Planning, Writing, Grade level meetings, Classroom rigor, Ngss, Teacher-teacher trust & support, Lesson planning, Student engagement, Content, Vertical aligned, Plc, Instructional planning, Tasks, Expectations**

Administration and teacher leaders will provide professional development during GLMs and scheduled PD days on student led discourse, which will result in teachers and students crafting higher level thinking questions and maintaining rigor, ultimately strengthening students' critical thinking skills.

Administration

Jul 1, 2016 to  
May 31, 2018

Admin will create a professional development calendar for 2016/17 SY.

Not started

**Literacy/Reading, Science, Instructional Coaching, College Access and Persistence, ILT, Social studies, Instruction, Instructional practices, Academics, Common core, Cooperative learning, Grade level meetings, Cognitive demand, Classroom rigor, Academic expectations, Pd, Student engagement, Best practice, Math talks, Critical thinkers**

Administration with support from the ILT will create a professional development scope and sequence inclusive of resource teachers in GLMs with the support of content area teachers, teachers of Diverse Learners, and the English Language Proficiency teacher.

Administration and  
ILT members

Jul 1, 2016 to  
May 31, 2018

Admin will create a professional development calendar for 2016/17 SY.

Not started

**Diverse Learners, Professional Learning, Teacher Teams/Collaboration, ILT, Bilingual, PE, Instruction, Cycles of professional learning, Curriculum, Aligned resources, Communication, Fine arts, Grade level meetings, Teacher-teacher trust & support, Academic expectations**

Teacher leaders, including the English Language Proficiency teacher and teachers of Diverse Learners, will regularly report learning to colleagues in GLMs and utilize a professional development calendar to increase instructional cohesion and alignment vertically and horizontally.

Teacher Leaders,  
ILT, PLC chairs,  
English Language  
Proficiency teacher,  
MTSS lead,  
counselor/case  
manager

Jul 1, 2016 to  
May 31, 2018

Admin will create a professional development calendar for 2016/17 SY.

Not started

**Diverse Learners, English Learners, Professional Learning, Instruction, Cycles of professional learning, Curriculum, Academics, Professional development, Grade level meetings, Collaboration, Horizontally aligned, Vertically aligned**

Strategy 2

If we do...

If we examine assessments during Grade Level Meetings

...then we see...

constructive feedback provided to all teachers

...which leads to...

increased student mastery of skills, content, and concepts.

Tags:

Core Instruction, Assessment, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, Instruction, Instructional practices, Curriculum, Data

Area(s) of focus:

2, 3, 4

Action step

Responsible

Timeframe

Evidence for status

Status

Teachers will utilize and revise performance tasks per grade level each quarter to monitor student progress and measure actionable data which will lead to informed instruction and a balanced assessment system.

ILT and teachers in GLMs

Sep 1, 2016 to Jun 1, 2018

Not started

Not started

**Assessment, Data Use, Instruction, Curriculum, Data, Interventions, Academics, Differentiated instruction, Rigorous tasks, Formative, Feedback, Re-engagement, Academic expectations, Standards-based instruction, Balanced grading and assessment, Performance tasks, Vertical aligned, Assessment design, Instructional planning, Data analysis, Student tasks, Data tracking, Benchmark progress monitoring**

Members of the New to Dore Teacher PLC with support from mentor teachers will create units using Understanding By Design (UBD), resulting in assessments directly tied to clear learning goals grounded in CCSS which leads to more effective instruction and engaging tasks.

Admin and New to Dore Teacher PLC

Sep 1, 2016 to Jun 1, 2018

Not started

Not started

**Instruction, Rigorous tasks, Mentorship, Plc, Assessment design, Ubd, New teachers, Common core state standards**

Teachers will use appropriate protocols to discuss student work and provide feedback to colleagues during GLMs, resulting in collaboratively constructed next steps for student learning which leads to increased responsiveness of instruction.

ILT members and teachers in GLMs

Sep 1, 2016 to Jun 2, 2017

Protocols need to be revised

On-Track

**Teacher Teams/Collaboration, Instruction, Feedback, Grade level meetings**

Teachers will identify elements of assessments collaboratively that address the learning needs of all students including ELs and DLs, resulting in an assessment continuum that moves students through different levels of complexity.

ILT members, teachers in GLMs, English Language Proficiency teacher, teachers of Diverse Learners

Sep 1, 2016 to Jun 1, 2018

Protocols need to be revised

On-Track

**Diverse Learners, English Learners, Differentiated instruction, Assessments, Assessment design**

**Strategy 3**

If we do...

...then we see...

...which leads to...

If we provide constructive, consistent, and timely feedback to students

responsive instruction

improved student understanding and learning outcomes

Tags:

MTSS, Core Instruction, Assessment, Data Use, Instruction, Instructional practices, Curriculum, Data, Interventions

Area(s) of focus:

2, 4

Action step

Responsible

Timeframe

Evidence for status

Status

Teachers will utilize and revise performance tasks per grade level each quarter to monitor student progress and measure actionable data which will lead to informed instruction and a balanced assessment system.

ILT members and teachers in GLMs

Sep 1, 2016 to Jun 1, 2018

Not started

Not started

Teachers will utilize the 4 in 1 Literacy Block provided as part of our partnership with Roosevelt University as a tool to guide literacy instruction to increase student understanding of the learning objectives and assessments.

teachers in GLMs, Roosevelt University teacher leaders

Sep 1, 2016 to Jun 15, 2018

4 in 1 Literacy Blocks are being used by some teachers. All teachers need additional trainings and supports.

On-Track

**Instruction, Partnerships, Assessments, Balanced literacy, Learning objectives**

Teachers will use the Roosevelt University formative assessment tools as guides for giving feedback to students, resulting in students increasing their understanding of their learning and individual next steps.

teachers in GLMs

Sep 1, 2016 to Jun 15, 2018

Formative assessment tools being used by some teachers. All teachers need additional trainings and supports.

On-Track

**Differentiated instruction, Partnerships, Feedback, Formative assessment**



Teachers will work cooperatively as grade level teams with the Diverse Learner teachers, the English Language Proficiency teacher, and the resource teacher to determine weighted categories in Gradebook, resulting in increased grade band cohesion and student and parents understanding of assessment.	teachers in GLMs	Aug 29, 2016 to Jun 30, 2018	Not started	Not started
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**Diverse Learners, English Learners, Assessment, Teacher Teams/Collaboration, Communication, Gradebook, Grade level meetings, Grade system**

Strategy 4

If we do...	...then we see...	...which leads to...
If we establish and foster discourse in all classrooms and content areas	students constructing, assessing, justifying, and reconstructing arguments	increased intellectual engagement, critical thinking, and self directed learning

Tags:  
Core Instruction, Instruction, Instructional practices

Area(s) of focus:  
2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Administration and teacher leaders will provide professional development during GLMs and scheduled PD days on student led discourse, which will result in teachers and students crafting higher level thinking questions and maintaining rigor, ultimately strengthening students' critical thinking skills.	Administration and ILT	Aug 29, 2016 to Jun 30, 2018	Not started	Not started

**Professional Learning, Professional development, Grade level meetings, Critical thinkers, Discourse**

The Math PLC will promote the CCSS Mathematical Practice Standard 3, construct viable arguments and critique the reasoning of others, resulting in increased discourse in math classrooms which will lead to students' increased ability to use precise mathematical language and think critically about math concepts and strategies.	Math PLC	Sep 1, 2016 to Jun 1, 2018	Math PLC formed during 2015/16 SY.	On-Track
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**Math, Plc, Math talks, Math curriculum, Common core state standards, Discourse**

The English Language Proficiency teacher will provide professional development on inclusion of EL's during student led discourse utilizing WIDA standards which will result in increased language acquisition for EL population.	English Language Proficiency Teacher	Aug 29, 2016 to Jun 15, 2018	Not started	Not started
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**English Learners, Professional Learning, Professional**

**development, Wida, Discourse, Language acquisition**

Case manager and LBS Team will provide professional development on inclusion of DL's during student led discourse utilizing students' accommodations, modifications and IEP goals which will result in increased inclusion and achievement for DL population.	Case Manager and LBS Team	Aug 29, 2016 to Jun 15, 2018	Not started	Not started
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**Diverse Learners, Professional Learning, Professional development, Discourse, Inclusion**

The Reading PLC will promote practices that bridge CCSS literacy across the content areas resulting in students' improved ability to read, comprehend, and interpret different genres of text, as well as construct literary analysis and arguments.	Reading PLC	Sep 1, 2016 to Jun 1, 2018	Math PLC formed during 2015/16 SY.	On-Track
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**Literacy/Reading, Plc, Argumentative writing, Common core state standards**

The Science PLC will promote NGSS, hands on experimentation, and real world applications of science learning, which will strengthen student inquiry and increase student ownership of learning.	Science PLC	Sep 1, 2016 to Jun 1, 2018	Science PLC will begin 2016/17 SY.	Not started
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**Science, Ngss, Plc**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Content area PLCs will create content specific protocols for examining student work resulting in teachers having rigorous conversation about student engagement, differentiation, and clear next steps. This will lead to increased achievement for all students in the content areas.</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, Diverse Learners, English Learners, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Instruction, Cycles of professional learning, Leadership, Trust, Instructional practices, Curriculum, Literacy/Reading, Math, Science, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Social studies, Instruction, Cycles of professional learning, Instructional practices, Curriculum, Academics, Professional development, Differentiated instruction, Rigorous tasks, Common core, Formative, Summative, Feedback, Planning, Writing, Grade level meetings, Classroom rigor, Ngss, Teacher-teacher trust &amp; support, Lesson planning, Student engagement, Content, Vertical aligned, Plc, Instructional planning, Tasks, Expectations</p>	ILT members	Jul 1, 2016	May 31, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Administration and teacher leaders will provide professional development during GLMs and scheduled PD days on student led discourse, which will result in teachers and students crafting higher level thinking questions and maintaining rigor, ultimately strengthening students' critical thinking skills.</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, Diverse Learners, English Learners, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Instruction, Cycles of professional learning, Leadership, Trust, Instructional practices, Curriculum, Literacy/Reading, Science, Instructional Coaching, College Access and Persistence, ILT, Social studies, Instruction, Instructional practices, Academics, Common core, Cooperative learning, Grade level meetings, Cognitive demand, Classroom rigor, Academic expectations, Pd, Student engagement, Best practice, Math talks, Critical thinkers</p>	Administration	Jul 1, 2016	May 31, 2018	Not started
<p>✦ Administration with support from the ILT will create a professional development scope and sequence inclusive of resource teachers in GLMs with the support of content area teachers, teachers of Diverse Learners, and the English Language Proficiency teacher.</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, Diverse Learners, English Learners, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Instruction, Cycles of professional learning, Leadership, Trust, Instructional practices, Curriculum, Diverse Learners, Professional Learning, Teacher Teams/Collaboration, ILT, Bilingual, PE, Instruction, Cycles of professional learning, Curriculum, Aligned resources, Communication, Fine arts, Grade level meetings, Teacher-teacher trust &amp; support, Academic expectations</p>	Administration and ILT members	Jul 1, 2016	May 31, 2018	Not started
<p>✦ Teacher leaders, including the English Language Proficiency teacher and teachers of Diverse Learners, will regularly report learning to colleagues in GLMs and utilize a professional development calendar to increase instructional cohesion and alignment vertically and horizontally.</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, Diverse Learners, English Learners, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Instruction, Cycles of professional learning, Leadership, Trust, Instructional practices, Curriculum, Diverse Learners, English Learners, Professional Learning, Instruction, Cycles of professional learning, Curriculum, Academics, Professional development, Grade level meetings, Collaboration, Horizontally aligned, Vertically aligned</p>	Teacher Leaders, ILT, PLC chairs, English Language Proficiency teacher, MTSS lead, counselor/case manager	Jul 1, 2016	May 31, 2018	Not started
<p>✦ Teachers will utilize and revise performance tasks per grade level each quarter to monitor student progress and measure actionable data which will lead to informed instruction and a balanced assessment system.</p> <p>Tags: Core Instruction, Assessment, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, Instruction, Instructional practices, Curriculum, Data, Assessment, Data Use, Instruction, Curriculum, Data, Interventions, Academics, Differentiated instruction, Rigorous tasks, Formative, Feedback, Re-engagement, Academic expectations, Standards-based instruction, Balanced grading and assessment, Performance tasks, Vertical aligned, Assessment design, Instructional planning, Data analysis, Student tasks, Data tracking, Benchmark progress monitoring</p>	ILT and teachers in GLMs	Sep 1, 2016	Jun 1, 2018	Not started
<p>✦ Members of the New to Dore Teacher PLC with support from mentor teachers will create units using Understanding By Design (UBD), resulting in assessments directly tied to clear learning goals grounded in CCSS which leads to more effective instruction and engaging tasks.</p> <p>Tags: Core Instruction, Assessment, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, Instruction, Instructional practices, Curriculum, Data, Instruction, Rigorous tasks, Mentorship, Plc, Assessment design, Ubd, New teachers, Common core state standards</p>	Admin and New to Dore Teacher PLC	Sep 1, 2016	Jun 1, 2018	Not started
<p>✦ Teachers will use appropriate protocols to discuss student work and provide feedback to colleagues during GLMs, resulting in collaboratively constructed next steps for student learning which leads to increased responsiveness of instruction.</p> <p>Tags: Core Instruction, Assessment, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, Instruction, Instructional practices, Curriculum, Data, Teacher Teams/Collaboration, Instruction, Feedback, Grade level meetings</p>	ILT members and teachers in GLMs	Sep 1, 2016	Jun 2, 2017	On-Track
<p>✦ Teachers will identify elements of assessments collaboratively that address the learning needs of all students including ELs and DLs, resulting in an assessment continuum that moves students through different levels of complexity.</p> <p>Tags: Core Instruction, Assessment, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, Instruction, Instructional practices, Curriculum, Data, Diverse Learners, English Learners, Differentiated instruction, Assessments, Assessment design</p>	ILT members, teachers in GLMs, English Language Proficiency teacher, teachers of Diverse Learners	Sep 1, 2016	Jun 1, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will utilize and revise performance tasks per grade level each quarter to monitor student progress and measure actionable data which will lead to informed instruction and a balanced assessment system.</p> <p>Tags: MTSS, Core Instruction, Assessment, Data Use, Instruction, Instructional practices, Curriculum, Data, Interventions</p>	ILT members and teachers in GLMs	Sep 1, 2016	Jun 1, 2018	Not started
<p>✦ Teachers will utilize the 4 in 1 Literacy Block provided as part of our partnership with Roosevelt University as a tool to guide literacy instruction to increase student understanding of the learning objectives and assessments.</p> <p>Tags: MTSS, Core Instruction, Assessment, Data Use, Instruction, Instructional practices, Curriculum, Data, Interventions, Instruction, Partnerships, Assessments, Balanced literacy, Learning objectives</p>	teachers in GLMs, Roosevelt University teacher leaders	Sep 1, 2016	Jun 15, 2018	On-Track
<p>✦ Teachers will use the Roosevelt University formative assessment tools as guides for giving feedback to students, resulting in students increasing their understanding of their learning and individual next steps.</p> <p>Tags: MTSS, Core Instruction, Assessment, Data Use, Instruction, Instructional practices, Curriculum, Data, Interventions, Differentiated instruction, Partnerships, Feedback, Formative assessment</p>	teachers in GLMs	Sep 1, 2016	Jun 15, 2018	On-Track
<p>✦ Teachers will work cooperatively as grade level teams with the Diverse Learner teachers, the English Language Proficiency teacher, and the resource teacher to determine weighted categories in Gradebook, resulting in increased grade band cohesion and student and parents understanding of assessment.</p> <p>Tags: MTSS, Core Instruction, Assessment, Data Use, Instruction, Instructional practices, Curriculum, Data, Interventions, Diverse Learners, English Learners, Assessment, Teacher Teams/Collaboration, Communication, Gradebook, Grade level meetings, Grade system</p>	teachers in GLMs	Aug 29, 2016	Jun 30, 2018	Not started
<p>✦ Administration and teacher leaders will provide professional development during GLMs and scheduled PD days on student led discourse, which will result in teachers and students crafting higher level thinking questions and maintaining rigor, ultimately strengthening students' critical thinking skills.</p> <p>Tags: Core Instruction, Instruction, Instructional practices, Professional Learning, Professional development, Grade level meetings, Critical thinkers, Discourse</p>	Administration and ILT	Aug 29, 2016	Jun 30, 2018	Not started
<p>✦ The Math PLC will promote the CCSS Mathematical Practice Standard 3, construct viable arguments and critique the reasoning of others, resulting in increased discourse in math classrooms which will lead to students' increased ability to use precise mathematical language and think critically about math concepts and strategies.</p> <p>Tags: Core Instruction, Instruction, Instructional practices, Math, Plc, Math talks, Math curriculum, Common core state standards, Discourse</p>	Math PLC	Sep 1, 2016	Jun 1, 2018	On-Track
<p>✦ The English Language Proficiency teacher will provide professional development on inclusion of EL's during student led discourse utilizing WIDA standards which will result in increased language acquisition for EL population.</p> <p>Tags: Core Instruction, Instruction, Instructional practices, English Learners, Professional Learning, Professional development, Wida, Discourse, Language acquisition</p>	English Language Proficiency Teacher	Aug 29, 2016	Jun 15, 2018	Not started
<p>✦ Case manager and LBS Team will provide professional development on inclusion of DL's during student led discourse utilizing students' accommodations, modifications and IEP goals which will result in increased inclusion and achievement for DL population.</p> <p>Tags: Core Instruction, Instruction, Instructional practices, Diverse Learners, Professional Learning, Professional development, Discourse, Inclusion</p>	Case Manager and LBS Team	Aug 29, 2016	Jun 15, 2018	Not started
<p>✦ The Reading PLC will promote practices that bridge CCSS literacy across the content areas resulting in students' improved ability to read, comprehend, and interpret different genres of text, as well as construct literary analysis and arguments.</p> <p>Tags: Core Instruction, Instruction, Instructional practices, Literacy/Reading, Plc, Argumentative writing, Common core state standards</p>	Reading PLC	Sep 1, 2016	Jun 1, 2018	On-Track
<p>✦ The Science PLC will promote NGSS, hands on experimentation, and real world applications of science learning, which will strengthen student inquiry and increase student ownership of learning.</p> <p>Tags: Core Instruction, Instruction, Instructional practices, Science, Ngss, Plc</p>	Science PLC	Sep 1, 2016	Jun 1, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

#### Parent Involvement Policy

Complete

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

N/A

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

N/A

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.

N/A

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.

Parents have monthly meetings with Friends of Dore, BAC and LSC. These meetings allow parents to provide input and give opportunities to share areas of strength and growth. In addition, the principal has an open door policy for parents to email, visit with her or call when needed.

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.

NWEA MAP progress reports are distributed once the test is provided. These go out with progress reports for parents. Once meeting is provided for parents to interpret the scores and discuss the assessment with parents.

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.

Parents are provided with the forms to request qualifications of their child's teacher. As soon as these are received parents are notified about their child's teacher's qualifications.

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.

N/A

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.

Dore has a partnership with Roosevelt University that will provide opportunity for teachers to begin discussion on our parent component on literacy (Living Literacy at Home: A Parent's Guide by Dr. Policastro was provided for this endeavor). BAC lead is also developing quarterly professional development for parents to support with academics and SEL. We also provide a quarterly PD from admin to receive feedback and encourage participation.

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.

Dore has a partnership with Roosevelt University that will provide opportunity for teachers to begin discussion on our parent component on literacy (Living Literacy at Home: A Parent's Guide by Dr. Policastro was provided for this endeavor). BAC lead is also developing quarterly professional development for parents to support with academics and SEL. We also provide a quarterly PD from admin to receive feedback and encourage participation.

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.

Our Pre-K (public pre-school) provides a meeting prior to school starting to encourage parents on what is needed. Our pre-k teacher is also part of the Roosevelt partnership where she is involved with the Living Literacy at Home.

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.

There is a weekly email that goes home to parents in English and Spanish. There are also robo-calls to inform parents of meetings. Meeting minutes are emailed and posted on email and on the bulletin boards. Fliers are sent home as well.

#### 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.)

John C. Dore Elementary School provides a challenging learning environment where high expectations for success exist. Through development of appropriate instruction that allows for individual differences and learning styles, student potential is maximized. Dore school provides a safe, orderly, caring and supportive environment where student intellectual, social, emotional, and physical development is fostered. Self-esteem is enhanced as positive relationships among students, staff, parents and the community is expected. At Dore School, we aspire to have parents, staff, and community members acting in partnership to facilitate growth of students having active and creative minds, a sense of compassion for others, and the courage to act on their beliefs.

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.

November 9, 2016 and April 19, 2017. Conferences are also available per appointment.

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

Parent portal letters are provided to parents to log on and see their child's grades and also be triggered. Progress reports are provided four times a year along with report cards (twice where parents must pick up the report card at the school). MAP reports are provided to parents at the end of each testing period which occurs three times a year.

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

All staff emails are available via our website. Parents can email or call parents to arrange a meeting.

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.

There is a volunteer site that parents can utilize and come in at specific days and times. This is open every day for volunteering.

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

Tools are provided to parents on ways that they can support and be a partner in education. Admin reaches out to parents when attendance is low and low/failing/drop in grades-admin then arranges meetings with parents when necessary. Home visits are also conducted when necessary. Parents are invited to meet with teachers and admin to develop a plan for their child.

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

LSC, BAC and IEP meetings (specific parents) the forum for our parents to reach out and participate in the decisions relating to education. These occur monthly after school. Parents are also encouraged to request meetings. Related Service providers also reach out to parents to participate in decisions relating to education.

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

Students in grades pre-k-6th participate in Dore's PAWS (positive attitude within schools) program, mentors and upper grades (7th-8th) have a contract based on behavior and grades where they sign.

**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.

MAP workshop for parents, quarterly literacy parent workshops, quarterly BAC workshops. Dore also has literacy night and math/science night. In the beginning of the year, a new families to Dore meeting is held along with a State of the School meeting.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 800 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 250 .00

53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	0	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	0	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	0	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	0	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	0	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	800	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	0	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	0	.00