



John Fiske Elementary School (/school-plans/158) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
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Debra Strong	ESP	dstrong@cps.edu	Has access
Team meetings			
Date	Participants	Topic	
01/22/2016	Rachel Stapinski, Monica Stewart, Dana Turner	CIWP Network Meeting to discuss expectations around the new model for CIWP	
02/03/2016	Cynthia Miller, Dana Turner, Marlene Simmons, Rachel Stapinski, Monica Stewart, Eleese Williams, Kiyana Grayer, Grethel Hogg	ILT meeting to discuss the expectations around the new CIWP model	
03/02/2016	Cynthia Miller, Dana Turner, Marlene Simmons, Rachel Stapinski, Monica Stewart, Eleese Williams, Kiyana Grayer, Grethel Hogg	ILT meeting to discuss CIWP members and create a plan of action to complete the CIWP	
03/07/2016	James McKinney, and Student Council, Dana Turner, Rachel Stapinski, Monica Stewart, Cynthia Miller, Kiyana Grayer	Student Council meeting to discuss the purpose and their role in writing the CIWP	
03/07/2016	Dana Turner, Wilbert Miller, Sydney Blackwell, James McKinney, Nina Longino, Andy Combs, Debra Strong, Glenda Smith	Community Member meeting to discuss the purpose and role in writing the CIWP	
03/18/2016	Monica Stewart, Rachel Stapinski	CIWP Network Meeting: Session 2	
04/04/2016	James McKinney, and Student Council, Dana Turner, Rachel Stapinski, Monica Stewart, Cynthia Miller, Kiyana Grayer	Student Council meeting to discuss NWEA and attendance data review, and strategies for improving data	
04/06/2016	Cynthia Miller, Dana Turner, Marlene Simmons, Rachel Stapinski, Monica Stewart, Eleese Williams, Kiyana Grayer, Grethel Hogg	ILT meeting to discuss SEF and establishing priorities, follow up on Student Council and Community Member Meetings	
04/12/2016	Rachel Stapinski, Monica Stewart	CIWP Network Meeting: Session 3	
05/02/2016	James McKinney, and Student Council, Rachel Stapinski, Monica Stewart, Kiyana Grayer	Student Council meeting to discuss the peer support around NWEA preparation and attendance incentives	
05/04/2016	Cynthia Miller, Dana Turner, Marlene Simmons, Rachel Stapinski, Monica Stewart, Eleese Williams, Kiyana Grayer, Grethel Hogg	ILT meeting to discuss strategies writing, follow up on Student Council Meeting	
05/10/2016	Kiyana Grayer, Dana Turner, Cynthia Miller, Andy Combs, Monica Stewart	Sunshine Ministries meeting to discuss partnership and CIWP initiatives	
05/12/2016	Nina Longino, Dana Turner, Monica Stewart	WCPC meeting to discuss partnership and CIWP initiatives	
05/16/2016	Dana Turner, Wilbert Miller, Sydney Blackwell, James McKinney, Nina Longino, Andy Combs, Debra Strong, Glenda Smith	Community Meeting to finalize the CIWP development and roles in goals and strategies	
06/01/2016	Cynthia Miller, Dana Turner, Marlene Simmons, Rachel Stapinski, Monica Stewart, Eleese Williams, Kiyana Grayer, Grethel Hogg	ILT CIWP review	

06/06/2016

James McKinney, and Student Council, Rachel Stapinski, Monica Stewart, Kiyana Grayer

Student Council meeting to discuss attendance and NWEA initiatives review

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

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School beliefs and vision are shared with community and staff, Fiske School's My Voice, My School Survey rating was well organized, School leaders meet consistently with LSC, PLP, Grade Level Teams and the ILT to assess the current state of school performance, etc. Every morning students participate in reciting the Fiske Creed over the intercom and throughout the building. The creed promotes high expectations for academics and citizenship.

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	<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="#">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>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

**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

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evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Fiske has maintained a consistent structure with set members, set meeting dates and times, and a process to disseminate information through grade level team meetings which includes implementation of theories of action based upon our TIA. The ILT members are given assignments to visit classrooms using a Domain Checklist. Members observe teachers and provide immediate feedback using the Framework for Teaching, and recent learning from professional developments related to the TIA. ILT members are assigned a grade level team and attend all grade level meetings. They report to the ILT challenges and questions from the teachers in these meetings, exchange ideas, propose and implement solutions for school improvement. Data strategists are ILT members assigned to a grade band and also observe teachers with the purpose of providing feedback on small group and focused instruction. They report to the ILT any issues teachers are having aligning instruction to the Learning Continuum.

### 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:

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

Score

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We have a set Professional Development calendar, professional readings are sent out to teachers in advance, through observations and the domain checklist a determination can be made regarding teacher success of learned practices and implementation in the classroom, and teacher led PD sessions. This year we met for a week prior to school to learn Universal Backwards Design from our colleagues who were able to attend the training at Hyde Park Academy. We also met once a week after school to practice unit building in content area teams vertically with an emphasis on questioning, as it relates to our TIA. Once a month, we met after school to discuss the IB Learner Profile and how we can implement the "Profile of the Month". We used our in-service days to discuss data across all grade levels, regrouping students based on standardized and curriculum-based data, and planning for small group targeted instruction.

## 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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Fiske has A high retention rate of teachers and auxiliary staff, strong, sustained community partnerships, 1:1 ratio of technology within 75% of our classrooms to support learning, with a 1:2 ratio in primary grades, two technology laboratories which have been upgraded within the last year, and the budget allows for Success Project, Spark program, a website, yearbook, and classroom supplies.

## Guide for Aligned Resources

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<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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Fiske uses standards-based curriculum maps for informational and literary text that arranges series of questions that teachers ask of the students and students ask of the text that align to each ELA standard. Every teacher and student has access to these maps and use the maps to create standards-based assignments, performance tasks, and exams for students from complex texts. Fiske also invested in Envision and Connected Math for every classroom. Teachers use the Mathematical Instructional Units found on the Knowledge Center to align the Envision and Connected Math curriculum to performance tasks (MARs POMs and FALs) also found on the Knowledge Center. Teachers give students benchmark assessments every 5 weeks. When no assessment is posted on the Knowledge Center for a benchmark period, the ILT and grade level teams collaborate to create assessments for students to complete for that fifth-week period. The MYP team often collaborates with the IB coordinator to create IB units in preparation for the IB application process.

## 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	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</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>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility.

Score

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)

Fiske supplies teachers with a variety of materials they are able to use to present learning: Smart Boards, Promethean Boards, iPads, Compass Learning, ST Math, Smarty Ants, MyOn Reader, Think CERCA, Think Through Math, Striving Readers, Prezi, math manipulatives, art supplies, science equipment, science lab, Mac lab, PC lab, and classroom supplies. Teachers enter the new school year receiving a list of supplies for the classroom that they do not need to purchase on their own which allows them to share freely with students when necessary to complete creative projects. Every classroom has a color printer which is important for teacher and student use when designing, implementing, and completing creative assignments aligned to the unit plans. Teachers infuse the Gradual Release of Responsibility model and elements of the Learning Continuum into their unit plans through weekly Ladders. Ladders are groupings of students based on standardized and curriculum-based assessment data, and activities each group will complete during the week that focus on their immediate needs and instructional level.

## 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
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

Fiske created a Student Work Protocol that teachers follow during part of every grade level meeting to evaluate student work and provide feedback/next steps to their peer. The teacher takes the work back to students and implement the next steps into instruction and allow students to modify and improve upon their work. Once a month, the teachers discuss the reading and writing genres for that month, and how each content area teacher can implement the reading and writing styles into instruction. Teachers often collaborate on creating benchmark assessments, grade assessments together, such as REACH Performance Tasks, and collaborate on creative assignments that can be displayed in the hallways. One initiative Fiske has adopted as a result of examining student work includes an expectation for teachers to provide students with a rubric for every assignment. The rubric allows teachers to be transparent with students on the amount of rigor required to be successful on an assignment. Standardized rubrics have been created by grade level team members for Think Through Math journals and MyOn projects. Another initiative Fiske adopted is providing students with instruction from partner sources that will help them be successful in college and career. Once a week, our Speech Pathologist provides 8th grade students with Public Speaking lessons for 80 minutes in preparation for the IB Community Project presentation at the end of the year. Also, The Success Project sees each middle school class once a week for 80 minutes to practice organizational skills, public speaking skills, time management skills, homework completion skills/resources, prioritizing, and organizing complex projects.

ILT members observe teachers using a domain checklist, focus/small group initiatives and discussion with students, attainment and growth is an ongoing consideration, domains 1d, 2b, 3b, 3c are discussed in grade level meetings, and scope and sequence is present for reading and mathematics.

## 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	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

Fiske engages students in partnership programs with the University of Chicago and many students taking walking field trips and tours to our neighboring campus. Fiske has partnerships with SPARK which is a mentorship and job-placement program that takes 7th and 8th grade students downtown after school once a week to meet with their assigned mentor and professional in a desired field. Students collaborate with their professional/mentor on a project in that field and market it to an audience. Eighth grade students participate in college tours at the University of Illinois, and middle school students participate in the high school fare at McCormick Place every year. Eighth grade students participate in a community project wherein they engage research and writing skills to aid in their academic success in high school. The school is decorated with flags from most universities and colleges around the country. Fiske also has a partnership with Success Project that provides middle school student with life-skills instruction once a week for 80 minutes. Students learn how to organize their time and large projects. They receive skills training on how to speak in different venues, complete homework on time when there is no help at home.

### 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	<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>2b. Establishing a Culture for Learning</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

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

In the beginning of the year, Fiske administrators split the teacher body into two groups, one group for each administrator to observe and provide feedback for the purposes of REACH. Administrators made the process transparent to teachers (providing the annual REACH powerpoint and discussing the groups) and made themselves available for their teachers for mentoring and support throughout the entire school year. Through this process, administrators can observe trends in teaching, follow the growth of individual teachers from beginning, middle, and end of the year, and address specific needs in staff meetings, in-service days, and professional developments after school. Through this process, teachers have been able to better reflect on their teaching, and make adjustments to instructional practices.

Teachers also use the Student Work Protocol as part of every grade level team meeting to provide peer feedback on instruction by looking at student outcomes. Teachers are provided with feedback and next steps from their peers, go back to the classroom and adjust their instruction. Students are given another chance to improve their work based on the new instruction and produce a better product.

This year, Fiske teachers were trained on writing UbD unit plans which will allow them to rethink instruction to be more interdisciplinary. Teachers are developing their abilities to make connections across the curriculum. Through the UbD planning process and training, teachers are able to list the connections they can help students make with all the content they are learning this year.

Our TIA is to develop the questioning of students. To be successful in our TIA, we also needed to develop the inquiry skills of our teachers. We have provided teachers with several professional developments and professional articles on questioning, observe classrooms and provide feedback on questioning, and use the Framework for Teaching to evaluate the questioning skills of our teachers.

Fiske utilizes flexible grouping based upon RIT scores using the Learning Continuum. the ILT uses the Domain checklist to observe teacher practice. Learning walks are used to showcase teacher strengths and allow teachers to learn from one another. Teachers analyze student work during grade level meetings.

### 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>✓ SGRP 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

On a weekly basis the Social Worker facilitates 2nd Step in the classrooms at the teacher's request. The MTSS team meets bi-weekly and is composed of a variety of stakeholders, such as general education teachers, special education teachers, social worker, nurse and school psychologist, to evaluate student status with regard to intervention and evaluation for specialized services. The team reviews teacher input on the Student Logger to assist teachers with strategies to alleviate academic and social emotional challenges. The team provides professional development to address social emotional and academic information pertinent to appropriate teaching and learning in the classroom.

Every 5th and 10th week period, teachers are required to complete a survey of students in their classes with failing grades, D or F. Through this survey, teachers are required to reflect on what they have done and can do better to meet the academic needs of these students to prevent them from earning another failing grade in five weeks time. They also identify students at risk for truancy. Fiske administrators and clinicians make house visits to check on the student and offer the family support when needed.

An attendance committee meets to discuss On Track data and incentives for student attendance. The Student Council is also involved in determining creative incentives that will encourage students to come to school and get better grades. They have developed a quarterly awards ceremony where students are celebrated for achieving awards for attendance and grade point average after report cards are distributed. They created a list of themed dress-down Fridays for students who have perfect attendance for the beginning of the week which include camouflage day, crazy socks day, college gear day, and nerd day.

## Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

Fiske has implemented a series of expectations around grading that we call Nonnegotiables. The Nonnegotiables were presented to the teachers in the beginning of the school year and a Gradebook team meets every two weeks to monitor and discuss grades. The team addresses any irregularities to teachers via email, conversations, and staff meetings.

We use the assessment system provided by CPS in the Knowledge Center. Math assessments are aligned to the Mathematical Instructional Units which uses performance tasks. Fiske uses the ELA Benchmark assessments posted on the Knowledge Center every 10 weeks. Every 5 weeks, ELA teachers meet as a team to collaborate on a benchmark assessment using our scope and sequence, the standards-based instructional maps, and the CPS Framework.

We have introduced UbD to teachers and are developing skills for creating unit plans by connecting learning across curriculum. Teachers are developing their skills in writing UbD assessments which include authentic performance tasks and presentations that address the understandings in their UbD units.

They MYP teachers work with the IB coordinator to create end-of-unit assessments that uses the IB rubric and criterion. A transparent assessment grading system has been established among the MYP teachers where they need to record individual student IB assessment grades on a spreadsheet created in Google Docs.

Fiske also uses the Learning Continuum to create Instructional Ladders for targeted small group instruction. All students in 2nd through 8th grade take the Northwest Evaluation Association Measures of Academic Progress exam, and receive a RIT score based on their personal abilities in reading and math. Fiske teachers use this score to create groups for intensive, guided instruction in specific skill areas that address specific academic needs of each student. Teachers use EOY and MOY data to create classroom goals and post their goals outside of the classroom. They also conference with each student to discuss where they are, where they need to be, and how to get there. Then students use a template to write their own goal for that time between tests.

**Guide for Balanced Assessment & Grading**

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

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ 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> <a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Expectations for Quality & Character of School Life

6 of 6 complete

#### Culture for Learning:

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

#### Score

1 2 3 4

Fiske has a system in place whereby individual student learning goals are written by students with teachers, and placed in student classroom portfolios after each test session. Teachers create classroom goals and post them outside of their classrooms. In order to determine whether the standard and activity match and the rigor of a performance task is in line with grade level expectations, during weekly grade level team meetings teachers analyze student work and provide feedback to one another.

Every morning, students perform the morning announcements over the intercom and recite the Fiske Creed which encourages scholarly behavior and outstanding citizenship. 8th grade students participating in the IB Community Project announce their contributions, successes, and requests for volunteers or donations every morning during the announcements. The IB coordinator also reminds students and teachers of the Learner Profile of the Month, and what activities or thoughts students can participate in to be Caring, Knowledgeable, Reflective, etc.

Around Fiske's halls, there are many reminders of our academic focus as a World Language school. The front entrance has a large banner that advertises our international mindset. Just inside, Fiske has a series of college flags from our middle school's Success Project, a partnership with the University of Chicago. We have a collage with a map of the world and time zone clocks, and a large mural with all of Earth's continents and a description of each.

Every floor at Fiske represents a different continent, and we have hung flags to represent each country of those continents. There are also posters of interesting facts of about continent or countries in that continent throughout the hall. Also, Fiske has hung hundreds of college flags around the Library where the middle school students have Success class every week.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</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	<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

Score



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.

1 2 **3** 4

Fiske has successfully built strong relationships with school stakeholders and partners which is evidenced by on site offices and services that operate daily. Fiske has built strong ties and relationships to community members and parents which is evidenced by our Child Parent Center's outstanding "Silver Circle" Status. The parents who participate in the CPC also have aligned themselves with Fiske Teachers to assist with classroom instruction throughout the day. Fiske hosts the "Healthy Kids Market" facilitated by the Greater Chicago Food Depository, and the Liaison for this initiative is the Lead Parent Mentor for the Fiske community. Fiske also has partnerships with Sunshine, The University of Chicago, WCPC, and Spark.

Fiske teachers are trained in CHAMPS and Second Step. They have high expectations for using Student Logger as a means for logging incidents, but also academic interventions and attendance/tardy issues. Teachers post conference schedules where they meet with students one-on-one at least once a week to discuss performance and attitude.

### 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

MYP students participate in a community project under the mentor-ship of various members of the school from maintenance to administration. Fiske hosts a variety of after school clubs for art, homework, sports, a before school Algebra class for high school credit, and remediation through Compass Learning and Ready Readers.

Spark is a partnership that provides a program to 7th and 8th grade students to gain exposure to different careers. Students journey to downtown once a week after school to meet with a mentor who is also a professional in a field that students are interested in pursuing. Fiske students learn about the field, shadow the mentor, and ultimately design a collaborative product or service with the mentor. At the end of the semester-long project, students launch their products and present with their mentors at a Spark convention. Students participate year long and receive two different mentors in different fields.

Fiske's Design class exposes students to a variety of technological activities such as graphic design, web design, computer programming, code writing, 3D printing, and music production. All 4th through 8th grade students attend Design at least once a week.

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

### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<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:**

Score

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.

1 2 **3** 4

Fiske received an MVMS overall rating of "Well Organized." The status of Fiske teachers who fall within proficient and excellent ratings, according to REACH is 77% Fiske is a CHAMPS school, and our site social worker routinely accommodates teachers who request Second Step be taught in their classrooms. Fiske has a Dean of Students who monitors student behaviors, addresses those behaviors, and provides consequences such as Saturday Detention, Community Services, and/or Restorative Justice. Fiske administrators delineate the criteria for cleanliness, order, and safety in the lunchroom, offices, hallways, classrooms, and the entire facility and site by which all on site members are to abide.

**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:**

Score

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.

1 2 **3** 4

Fiske has become very proactive toward reducing punitive consequences by emphasizing restorative justice practices within the classroom by classroom teachers. Teachers are trained and encouraged to use CHAMPS and Second Step. Students incidents are shared in logger. The Dean of students reads reports and asks parents to come in to conference with her and the teachers. In these meetings, the parent, teacher, student, and administrators all have a chance to voice their concerns, and listen to the concerns of others. Then an action plan is written and agreed upon. Usually, the meetings solve any behavior or academic issues the student is having. If the behavior persists, the students are asked to join Saturday detention, where they participate in restorative justice practices, spend silent time writing and reflecting on their behavior, and participate in cleaning the building. The Dean of Students is responsible for determining the level of discipline students participate in, and she always uses the Student Code of Conduct as a guide.

## 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:

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

### Score

1 2 **3** 4

Students participate in hearing and vision field trips for assessment and resources. Parents and students participate in Fiske's school-wide Curriculum Nights, inclusive of Literacy, Math, Science and Social Studies. Fiske has developed a website which links parents to student work, educational activities, and websites. Fiske participates in report card pick-up for the the second marking period to provide teachers another chance to talk to parents about student grades and behavior. Administrators organize Parent Portal sign-up and My Voice and My School participation booths near the entrance of the building on every family activity night, and report card pick-up days to give parents a chance to participate on a meaningful level on the direction of the school. Parent volunteers run the Healthy Kids Market, the Child Parent Center, and the LSC.

### 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 Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	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

3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

13 of 18 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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**National School Growth Percentile - Reading**

In reading, we will provide students with rigorous, complex texts at their specific reading levels as determined through NWEA and BAS, and ask them to answer standards-based questions by providing evidence from the text combined with inferences and personal experience.

Students need to learn strategies for reading unfamiliar words, become more familiar with academic, content area, and old/obscure vocabulary, as well as use this information as context clues to answer questions about word meaning in order to become more successful in high-stakes testing.

27.00

25.00

29.00

31.00

**National School Growth Percentile - Math**

In math, we will provide students with small-group instruction targeting domain deficits per NWEA breakdown data, and assess movement through performance tasks aligned to the domain at the instructional level of the student. Students will move through groups and domain concentration areas as they progress through their personal learning plan.

Students need to learn strategies for problem solving, especially multiple-step problems that involve more than one operation, by determining exactly what the problem is asking, what steps are necessary for solving the problem, and using any means to produce an answer including drawing a picture, estimation, guess and check, and process of elimination.

24.00      13.00      24.00      26.00

**% of Students Meeting/Exceeding National Ave Growth Norms**

As we develop our teams in implementing the small group guided instruction strategy, observe guided instruction in the classroom, provide immediate feedback to teachers, teachers provide timely instruction based on standardized/curriculum-based assessments, and create a routine for fluid groups based on assessment data, more students will continue to make their growth targets.

52.40      (Blank)      60.00      70.00

**African-American Growth Percentile - Reading**

Our student population is 99.6% African American. Therefore, our strategies will be exactly the same for reading instruction in this category as it would in the overall school reading growth.

29.00      23.00      30.00      35.00

**Hispanic Growth Percentile - Reading**

n/a

(Blank)      (Blank)      (Blank)      (Blank)

**English Learner Growth Percentile - Reading**

n/a

(Blank)      (Blank)      (Blank)      (Blank)

**Diverse Learner Growth Percentile - Reading**

Diverse Learner growth depends on reading instruction aligned to their independent reading level, personal benchmarks and goals, focusing on their deficits as found by the NWEA RIT scores, and one-on-one attention to make up the gap between where they are and where they need to be successful in the general education classroom. The goals significantly increased as the team better defined the protocol and norms after the reverse consolidation in the 2014 school year. Instead of a self-contained environment, the Learning Behavior Specialist team delivers content-specific instruction to all students, and the students are able to rotate between teachers.

7.00      55.00      65.00      85.00

**African-American Growth Percentile - Math**

Our student population is 99.6% African American. Therefore, our strategies will be exactly the same for math instruction in this category as it would be in the overall school math growth.

24.00      13.00      24.00      30.00

**Hispanic Growth Percentile - Math**

n/a

(Blank)      (Blank)      (Blank)      (Blank)

**English Learner Growth Percentile - Math**

n/a

(Blank)      (Blank)      (Blank)      (Blank)

**Diverse Learner Growth Percentile - Math**

Diverse Learner growth depends on math instruction aligned to their personal benchmarks and goals, focusing on their deficits as found by the NWEA RIT scores, and one-on-one attention to make up the gap between where they are and where they need to be successful in the general education classroom. The goals significantly increased as the team better defined the protocol and norms after the reverse consolidation in the 2014 school year. Instead of a self-contained environment, the Learning Behavior Specialist team delivers content-specific instruction to all students, and the students are able to rotate between teachers.

1.00      60.00      70.00      80.00

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

As we develop our teams in implementing standards-based, rigorous instruction, create performance tasks with complex texts asking students to answer questions based on evidence from the text, provide intentional targeted vocabulary instruction to move individual students quickly using standardized and curriculum-based assessments, and specifically target those students who are close to attainment, more students will continue to make attainment.

6.00 4.00 6.00 10.00

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

As we develop our teams in implementing standards-based, rigorous instruction, implement Mathematical Instructional Units, MARs Tasks, Problems of the Month, provide intentional targeted instruction to move individual students quickly using standardized and curriculum-based assessments, and specifically target those students who are close to attainment, more students will continue to make attainment.

3.00 2.00 5.00 7.00

**National School Attainment Percentile - Reading (Grade 2)**

2nd grade students receive 2 hours of lab time a week which greatly improves their computer skills by the time they take the EOY NWEA test. Students participate in NWEA skill assessments and Smarty Ants, a reading program that helps increase vocabulary. They also test in small groups since they tend to read material aloud which can be distracting when 30 or more students are reading at the same time.

1.00 7.00 13.00 19.00

**National School Attainment Percentile - Math (Grade 2)**

2nd grade students receive 2 hours of lab time a week which greatly improves their computer skills by the time they take the EOY NWEA test. Students participate in NWEA skills assessments and ST Math, which helps students with mastering basic math skills. They also test in small groups since they tend to read material aloud which can be distracting when 30 or more students are reading at the same time.

1.00 19.00 20.00 30.00

**% of Students Making Sufficient Annual Progress on ACCESS**

n/a

(Blank) (Blank) (Blank) (Blank)

**Average Daily Attendance Rate**

As we engage parents, students, and staff in a warm and academic environment that is transparent and supportive, we will continue to see our attendance rise.

92.50 92.80 93.00 93.50

**My Voice, My School 5 Essentials Survey**

As we engage parents, students, and staff in a warm and academic environment that is transparent and supportive, we will continue to receive Well Organized ratings.

(Blank) (Blank) (Blank) (Blank)

Custom metrics

5 of 5 complete

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

OSS per 100 (all students)

The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 7% annually.

2.85 4.84 4.50 4.19

OSS per 100 (Diverse Learners only)



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

7.71

23.43

16.87

12.15

#### Number of Group 4, 5, 6 Infractions

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

13.00

13.00

12.00

11.00

#### Use of Codes 3-6 and 4-9

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

9.00

3.00

1.00

1.00

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

This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 85% over a 3-year period.

62.20

81.70

82.00

85.00

## Strategies

### Strategy 1

If we do...

Use the Learning Continuum as a scope and sequence of skills in every classroom throughout the school year for a basis of differentiated instruction, including guided instruction in small groups based on RIT bands, supplemental programs such as Think Through Math, Smarty Ants, Think CERCA, MyOn Reader, and Compass Learning that address areas of growth as well as provide enrichment such as grade level complex texts, MARS Tasks, PoMs, and teacher-designed performance tasks for areas of strength.

...then we see...





Students will receive multiple exposures to skills at their personal instructional level and at their grade level. Skill focus will be more frequently redirected to match student needs. Teachers will have access to a true snap shot of where students are in real time. Teachers will be able to provide the MTSS team with data for moving students to 2nd tier intervention and 3rd tier evaluation. Students will understand and follow rituals and routines and become a community of learners following a fluid classroom environment that will allow students to work independently, in cooperative groups, and in guided small groups with their teacher....

...which leads to...

Fiske will increase the number of students at attainment to 15%, and the students who meet their Growth Targets to 70% in two years. Fiske will also reduce the number of students who regress, and the number of students who are retained.

Tags:  
Growth, Attainment

Area(s) of focus:  
1, 2, 4, 5

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Grade level teams will determine the RIT range for their grade level and create a scope and sequence of skills their students will need to learn from BOY to MOY, and a second set from MOY to EOY.	Grade Level Team Leaders	Aug 1, 2016 to Sep 3, 2016	A document will be submitted by each team that looks like a calendar with the skills from the Learning Continuum pasted on each week.	Not started
<b>Scope and sequence</b>				
Grade level teams will write performance tasks and mastery quizzes for each week addressing the skills they chose to teach during the BOY to MOY term.	Grade Level Team Leaders	Aug 1, 2016 to Sep 3, 2016	Reading quizzes and Math quizzes for every week from BOY to MOY for first quarter.	Not started
<b>Assessment</b>				
Grade level teams will review and modify CPS benchmark assessments, or create a benchmark assessment to align with the scope and sequence for the 5th week and 10th week.	Grade Level Team Leaders	Aug 1, 2016 to Sep 3, 2016	A 5th and 10th week benchmark assessment for Reading and Math from each grade level.	Not started
<b>Assessment</b>				
The ILT will provide Professional Development on data reading and goal writing from the BOY assessments from NWEA.	ILT	Oct 2, 2016 to Oct 8, 2016	Powerpoint presentation uploaded to the Drive	Not started
<b>Data</b>				
Teacher will write attainment goals for their classrooms and engage students in writing goals for themselves.	Teachers	Oct 9, 2016 to Nov 4, 2016	A document will be sent to data strategists for approval then posted outside of every classroom.	Not started
<b>Goal setting</b>				
Data strategists and Lead Teachers will observe classrooms and provide feedback on whole group instruction paying attention to alignment with the Learning Continuum	Grade Level Teams	Oct 1, 2016 to Nov 4, 2016	Domain Checklist and feedback meeting	Not started
<b>Observation</b>				
Grade level teams will write performance tasks and mastery quizzes for each week addressing the skills they chose to teach during the BOY to MOY term for the second quarter.	Grade Level Teams	Nov 4, 2016 to Nov 4, 2016	Reading quizzes and Math quizzes for every week from BOY to MOY for second quarter.	Not started
<b>Assessment</b>				

Grade level teams will review and modify CPS benchmark assessments, or create a benchmark assessment to align with the scope and sequence for the 15th week and 20th week.	Grade Level Teams	Nov 4, 2016 to Nov 4, 2016	A 15th and 20th week benchmark assessment for Reading and Math from each grade level.	Not started
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**Assessment**

Learning Continuum, Ladders Writing, and Data Reading professional development	ILT	Aug 29, 2016 to Sep 2, 2016	Agenda	Not started
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**Pd**

Performance Task Writing professional development	ILT	Aug 29, 2016 to Sep 2, 2016	Agenda	Not started
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**Pd**

Classroom management and Time Management professional development	ILT	Aug 29, 2016 to Sep 2, 2016	Agenda	Not started
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**Pd**

Start small group rotations school-wide. ILT begins to observe rotations and provide feedback.	ILT, GLT	Sep 5, 2016 to Jun 23, 2017	Domain Checklist	Not started
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**Observations**

ILT meets to discuss trends school-wide to refocus PD.	ILT	Nov 7, 2016 to Jun 23, 2017	Agenda, Action Items	Behind
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**Actions**

**Strategy 2**

If we do...

...then we see...

...which leads to...

Adopt Restorative Justice practices and strategies, implement Second Step and Champs school-wide, and facilitate peer court through the student council, collaborate with clinicians to write and teach communication units in Success and ELA classes, design rubrics for behavior throughout the building, as well as communicate with security and all disciplinarians regarding specific Diverse Learner needs and strategies for redirecting students with Social and Emotional Disabilities....

Students will regulate their behavior in accordance with the Code of Conduct and spirit of the Learning Profile, with disregard for street culture. Students with Social and Emotional disabilities will receive the accommodations and modifications they deserve school-wide....

Students will be able to recognize and switch between street culture and academic culture as measured by performance tasks and presentations throughout the school year such as Community Project, Spark, awards ceremonies, and various assemblies. Students will understand what are appropriate language, appearance, attitude, and reactions to adults and peers within an academic setting through a series of units taught in Success, and Language Arts. There will be less classroom interruptions, altercations, and loss of instructional time due to peer intervention, and self regulation.

Tags:  
SEL

Area(s) of focus:  
3, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Provide Restorative Justice professional development.	Counselor	Aug 28, 2016 to Sep 2, 2016	Powerpoint presentations	Not started
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**Restorative justice**

Provide Second Step kits to all teachers.	Counselor	Aug 28, 2016 to Sep 2, 2016	signature page	Not started
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**Second step**

Send new teachers to Champs and 2nd Step training.	Lead Teacher	Aug 29, 2016 to Sep 2, 2016	agenda copies	Not started
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**Champs, Second step**

Print Champs posters for hallways school-wide.	IB coordinator	Jul 1, 2016 to Sep 2, 2016	observation	Not started
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**Champs**

Student council elections	IB coordinator	Sep 5, 2016 to Sep 30, 2016	Google form	Not started
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**Student council**

Implement peer jury	IB coordinator	Oct 3, 2016 to Jun 16, 2017	jury schedule	Not started
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**Peer mediation**

Introduce and teach the Code of Conduct to students in every classroom.	Teachers	Sep 5, 2016 to Sep 30, 2016	lesson plans	Not started
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**Discipline**

Meet with security guards and Dean of Students regarding DL students with specific social and emotion needs, accommodations, and modifications.	Lead Learning Behavior Specialist	Aug 29, 2016 to Sep 2, 2016	sign in sheet	Not started
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**Diverse Learners**

Develop units with Success teacher and ELA teacher with rubrics for behavior.	ILT, Teachers	Aug 29, 2016 to Sep 2, 2016	agenda, action items	Not started
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**Unit planning**

**Strategy 3**

If we do...

...then we see...

...which leads to...

Require teachers to join specific committees, analyze student work and data at grade level meetings, provide feedback to their peers, lead professional development, host demonstrations in areas of excellence (centers, small groups, optimal learning model, Socratic seminar, etc.), and educate teachers on the importance of

Teachers will demonstrate ownership of school initiatives, and commitment to teaching and learning so that they may share the professional responsibilities that exemplify the expectations of the Framework for Teaching with Grade Level Team members...

Student and teacher attendance rates will increase by 1%, on-track data will improve significantly, observable and consistent academic discipline school-wide, and higher functioning and communicative teams.

attendance, follow-through, and collective responsibility....

Tags:  
Teachers

Area(s) of focus:  
1, 2, 3, 4, 5

Action step	Responsible	Timeframe	Evidence for status	Status
EOY meeting	ILT and Lead Teacher	Jun 20, 2016 to Jun 24, 2016	agenda	Not started

**Expectations**

Team building and professionalism retreat	Administration, ILT, Lead Teacher	Aug 15, 2016 to Aug 26, 2016	agenda	Not started
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**Expectations**

Expectations for teacher attendance and instruction meeting	ILT and Lead Teacher	Aug 29, 2016 to Sep 2, 2016	agenda	Not started
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**Grade level teams**

Grade Level Team meetings	ILT, Lead Teacher, GLT	Sep 5, 2016 to Jun 23, 2017	agenda	Behind
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Flex days used as 90 minute mandatory professional development once a month for common planning time.	ILT, Lead Teacher, GLT	Sep 1, 2016 to Jun 23, 2017	agenda	Behind
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**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>➕ Grade level teams will determine the RIT range for their grade level and create a scope and sequence of skills their students will need to learn from BOY to MOY, and a second set from MOY to EOY. Tags: Growth, Attainment, Scope and sequence</p>	Grade Level Team Leaders	Aug 1, 2016	Sep 3, 2016	Not started
<p>➕ Grade level teams will write performance tasks and mastery quizzes for each week addressing the skills they chose to teach during the BOY to MOY term. Tags: Growth, Attainment, Assessment</p>	Grade Level Team Leaders	Aug 1, 2016	Sep 3, 2016	Not started
<p>➕ Grade level teams will review and modify CPS benchmark assessments, or create a benchmark assessment to align with the scope and sequence for the 5th week and 10th week. Tags: Growth, Attainment, Assessment</p>	Grade Level Team Leaders	Aug 1, 2016	Sep 3, 2016	Not started
<p>➕ The ILT will provide Professional Development on data reading and goal writing from the BOY assessments from NWEA. Tags: Growth, Attainment, Data</p>	ILT	Oct 2, 2016	Oct 8, 2016	Not started
<p>➕ Teacher will write attainment goals for their classrooms and engage students in writing goals for themselves. Tags: Growth, Attainment, Goal setting</p>	Teachers	Oct 9, 2016	Nov 4, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Data strategists and Lead Teachers will observe classrooms and provide feedback on whole group instruction paying attention to alignment with the Learning Continuum</p> <p>Tags: Growth, Attainment, Observation</p>	Grade Level Teams	Oct 1, 2016	Nov 4, 2016	Not started
<p>✦ Grade level teams will write performance tasks and mastery quizzes for each week addressing the skills they chose to teach during the BOY to MOY term for the second quarter.</p> <p>Tags: Growth, Attainment, Assessment</p>	Grade Level Teams	Nov 4, 2016	Nov 4, 2016	Not started
<p>✦ Grade level teams will review and modify CPS benchmark assessments, or create a benchmark assessment to align with the scope and sequence for the 15th week and 20th week.</p> <p>Tags: Growth, Attainment, Assessment</p>	Grade Level Teams	Nov 4, 2016	Nov 4, 2016	Not started
<p>✦ Learning Continuum, Ladders Writing, and Data Reading professional development</p> <p>Tags: Growth, Attainment, Pd</p>	ILT	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Performance Task Writing professional development</p> <p>Tags: Growth, Attainment, Pd</p>	ILT	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Classroom management and Time Management professional development</p> <p>Tags: Growth, Attainment, Pd</p>	ILT	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Start small group rotations school-wide. ILT begins to observe rotations and provide feedback.</p> <p>Tags: Growth, Attainment, Observations</p>	ILT, GLT	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ ILT meets to discuss trends school-wide to refocus PD.</p> <p>Tags: Growth, Attainment, Actions</p>	ILT	Nov 7, 2016	Jun 23, 2017	Behind
<p>✦ Provide Restorative Justice professional development.</p> <p>Tags: SEL, Restorative justice</p>	Counselor	Aug 28, 2016	Sep 2, 2016	Not started
<p>✦ Provide Second Step kits to all teachers.</p> <p>Tags: SEL, Second step</p>	Counselor	Aug 28, 2016	Sep 2, 2016	Not started
<p>✦ Send new teachers to Champs and 2nd Step training.</p> <p>Tags: SEL, Champs, Second step</p>	Lead Teacher	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Print Champs posters for hallways school-wide.</p> <p>Tags: SEL, Champs</p>	IB coordinator	Jul 1, 2016	Sep 2, 2016	Not started
<p>✦ Student council elections</p> <p>Tags: SEL, Student council</p>	IB coordinator	Sep 5, 2016	Sep 30, 2016	Not started
<p>✦ Implement peer jury</p> <p>Tags: SEL, Peer mediation</p>	IB coordinator	Oct 3, 2016	Jun 16, 2017	Not started
<p>✦ Introduce and teach the Code of Conduct to students in every classroom.</p> <p>Tags: SEL, Discipline</p>	Teachers	Sep 5, 2016	Sep 30, 2016	Not started
<p>✦ Meet with security guards and Dean of Students regarding DL students with specific social and emotion needs, accommodations, and modifications.</p> <p>Tags: SEL, Diverse Learners</p>	Lead Learning Behavior Specialist	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Develop units with Success teacher and ELA teacher with rubrics for behavior.</p> <p>Tags: SEL, Unit planning</p>	ILT, Teachers	Aug 29, 2016	Sep 2, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<b>+</b> EOY meeting Tags: Teachers, Expectations	ILT and Lead Teacher	Jun 20, 2016	Jun 24, 2016	Not started
<b>+</b> Team building and professionalism retreat Tags: Teachers, Expectations	Administration, ILT, Lead Teacher	Aug 15, 2016	Aug 26, 2016	Not started
<b>+</b> Expectations for teacher attendance and instruction meeting Tags: Teachers, Grade level teams	ILT and Lead Teacher	Aug 29, 2016	Sep 2, 2016	Not started
<b>+</b> Grade Level Team meetings Tags: Teachers	ILT, Lead Teacher, GLT	Sep 5, 2016	Jun 23, 2017	Behind
<b>+</b> Flex days used as 90 minute mandatory professional development once a month for common planning time. Tags: Teachers	ILT, Lead Teacher, GLT	Sep 1, 2016	Jun 23, 2017	Behind

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

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.

Fiske Administrators will hold two meetings per school quarter through which they will solicit parent participation in those meetings to develop, review, and revise the NCLB, Title I school parental involvement plan and policy and the school improvement plan.

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

The Annual Title 1 and Organizational Meeting will be held on September 22, 2016.

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.

Fiske shall devise a packet of information inclusive of Title I program information which describes and explains the curriculum, academic assessments tools used to measure children's progress, and the proficiency levels students are expected to meet. This packet will be available to parents during school enrollment and throughout the school year.

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

The school shall appoint a staff representative whose responsibilities shall include interaction with parents about their concerns and suggestions, as well as insurance of appropriate parent participation about decisions that impact the education of their children. This representative shall also delineate the parent concerns and suggestions to administration, so that they may be raised and follow-up/resolution shall occur in the appropriate forum with the appropriate parties having input in the process. In that regard the representative shall act as liaison and facilitator in that process.

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.

Fiske Administration shall comprise a packet for each individual student which contains the student's performance information on the State Assessment in Math, Language Arts, and Reading. This packet shall be available to parents no later than the last day of the school year.

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.

Fiske Administration shall closely monitor the qualifications and credentials of teachers with regard to "highly qualified" as defined in the Title I Final Regulations. When a teacher is identified as not "highly qualified" and children have been assigned to that teacher for teaching and learning for at least four consecutive weeks, administration shall disseminate that information in letter format to parents informing them of the not "highly qualified" status of their children's teacher. Parents will also be given opportunities to comment and respond to this information by contacting the school and making it known that they wish to do so.

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.

Fiske Administration shall provide a forum for presentation and discussion of the information in the Title I packet which includes academic content standards, state's student academic achievement standards, and state and local academic assessments including alternate assessments, Title I Part A requirements and how to work with educators and monitor child's progress. This forum shall include but not be limited to NCLB Title I meetings PAC and LSC Meetings, as well as parent/teacher conferences.

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.

Fiske Administration shall provide a forum to 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. The form shall include but not be limited to NCLB Title I meetings, PAC and LSC meetings, as well as parent/teacher conferences.

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.



Fiske Administration shall 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 during teacher staff meetings, career service staff meetings, Non-academic staff meetings, workshops, and seminars.

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.

Fiske Administration will coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, and other programs to encourage and support parents in participation in their children's education through collaboration and coordination with Fiske teachers and support staff who participate in these programs to determine appropriate scheduling and forums for such parent participation.

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.

Fiske Administration shall disseminate information regarding parent programs, meetings, and other activities in hard copy report format at intervals that immediately follow said meetings and activities via school bulletin boards and informational kiosks.

#### Policy Implementation Activities

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

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

n/a

#### Parent Compact

Complete

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

The vision of John Fiske Elementary School is to provide a world-class education for all students, preparing them for college and career ready opportunities in a 21st Century global society.  
The mission of the John Fiske Elementary School is to meet the diverse needs of all children by providing a rigorous, high quality, instructionally focused education that is technologically enhanced to positively impact student achievement.

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.

Fiske Administration shall hold an annual meeting during school hours and another during after school hours to inform parents of the school's participation in NCLB, Title I programs. These meetings will be held on a date occurring within the first 4 weeks of the school year. At that time the delineation of the types of meetings and tentative scheduling times and dates for those meetings will be disseminated and shall include and not be limited to information regarding PAC, NCLB, and School Improvement. The Title 1 Annual meeting and Organizational Meeting will be held on September 22, 2016

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

Fiske School will provide parents with five week, benchmark, and ten week reports delineating the academic progress of their individual children. Summative reports concerning benchmark assessments and State testing of Fiske students shall also be provided to their parents upon being made available to Fiske School.

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

Fiske Administration shall provide a forum by which parents may access staff before, during, and after school hours. Parents may notify the school office of their request for teacher conference, and by so doing; teachers will be notified of the parents' request. Teachers are then required to follow-up with the parent to arrange the conference with the parent. When a parent presents at the school with an urgent concern, Fiske Administration may/shall provided as warranted and deemed appropriate by administration, an immediate conference with the parent by relieving that teacher for participation in the conference.

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.

Fiske Administration shall provide parents opportunities to volunteer and participate in their children's classes and activities upon request and with appropriate scheduling by the classroom teacher or appropriate notification to the classroom teacher by administration. Also, parents may be solicited by administration and/or the classroom teacher to observe their child or shadow their child during classroom activities.

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

Fiske Administration has delineated its expectations by which parents will assist student learning. These expectations include monitoring attendance, monitoring homework completion, shadowing students to promote in school academic learning, and participation in in-school and out of school academic learning and activities.

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

Fiske Administration has provided several forums by which parents can participate in decisions relating to the education of their children. These forums include but are not limited to parent/teacher conferences as arranged by/with the classroom teacher, NCLB meetings, LSC Meetings, PAC meetings, seminars, and workshops as scheduled.

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).

Fiske Administration has delineated its expectations by which students will share the responsibility for improved student academic achievement. These expectations include punctuality and good attendance, presenting with a positive attitude for learning each day, participating in class activities, presenting with the tools necessary to participate in classroom activities, acquiring and applying academic strategies that will lead to skills, following up with extended activities outside of school which support in-school academics, completing research and projects, and performance of reading and learning outside of the classroom.

Parent Budget

Not 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.

(Blank)

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.	\$ Amount .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.	\$ Amount .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.	\$ Amount .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)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .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.	\$ Amount .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.	\$ Amount .00

School must keep all receipts.

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53510     **Postage**  
Must be used for parent involvement programs only.

\$	Amount	.00
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53306     **Software**  
Must be educational and for parent use only.

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

\$	Amount	.00
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