



Gerald Delgado Kanoon Elementary Magnet School (/school-plans/235) / Plan summary

## 2016-2018 plan summary

### Team

| Name            | Role                   | Email                | Access     |
|-----------------|------------------------|----------------------|------------|
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### Team meetings

| Date       | Participants | Topic          |
|------------|--------------|----------------|
| 02/05/2016 | ILT members  | SEF            |
| 02/10/2016 | ILT members  | SEF            |
| 02/17/2016 | ILT members  | Priorities     |
| 02/19/2016 | ILT          | Strategies 1-2 |

|            |         |                                 |
|------------|---------|---------------------------------|
| 02/26/2016 | ILT     | Strategies 3-4                  |
| 03/07/2016 | ILT     | Strategies - 5                  |
| 03/14/2016 | Faculty | Overview of CIWP and strategies |
| 04/12/2016 | LSC     | Overview of CIWP                |

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

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

Score

1 2 3 4

Vision: The faculty and staff of Gerald Kanon Magnet School will prepare students to become life long learners with 21st Century skills. We are committed to the welfare and development of each student through holistic education. We will work in collaboration with the parents and the community to continue to provide a diverse, safe and productive environment for growing and learning.

Mission: Gerald Delgado Kanon Magnet School is committed to the development of the student in an environment that encourages the integrated efforts of the principal, teaching staff, parents and entire community. Kanon has the commitment to the formation of an individual that is conscious of the value of multilingual and multicultural education in a pluralistic society.

At Kanon, the school community is committed to be positive and active contributors to the students pride of heritage and self-identity. Students will become self-reliant so that they will be prepared to provide positive and effective leadership in a democratic society. The school sees itself as the center of influence for the community's future. For this reason, the school directs all possible resources towards attending its goals.

Kanon will provide a sound, strong, academic and effective foundation, that addresses the needs, strengths and talent of all students in a educational environment that possesses a strong sense of justice and is free of prejudice. This environment allows and encourages the participation and opinions of the students and their families.

The school will provide exposure to global and international experiences, and is conscious of its responsibility to provide leadership and positive role models through parents, staff and community. Underlying this philosophy is the belief that all Kanon students are capable of achieving their full potential.

On the 5 essentials survey under program coherence teachers input indicated the program coherence as very strong.

### 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                                     | ✓ Five Essentials   |
| Five Essentials                              | Effective Leaders<br>Collaborative Teachers   |
| CPS Framework for Teaching                   | <a href="#">4d. Growing and Developing Professionally</a><br><a href="#">4e. Demonstrating Professionalism</a>  |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction<br>A5. School Vision and Mission Drive Decision-Making<br>D4. Demonstrates Change Management |

### Instructional Leadership Team:

Score

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

1 2 3 4

ILT completed ILT rubric on Dec. 7, 2015.  
 ILT has agendas, set dates, calendar and ground rules with minutes.  
 ILT has completed all task as decided but struggle with monitoring their success/implementation.  
 Very strong per program coherence from 5 essentials.  
 Very strong per collaborative teacher / effective leaders on 5 essentials .

## 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<br>Collaborative Teachers  |
| CPS Framework for Teaching                   | <a href="#">4a. Reflecting on Teaching &amp; Learning</a><br><a href="#">4d. Growing and Developing Professionally</a><br><a href="#">4e. Demonstrating Professionalism</a>  |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction<br>B5. Supports Teacher Teams   |

### Professional Learning:

Score

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

1 2 3 4

School's PD plan - include reading and math workshops.  
 Pd agendas and exit slips, surveys are always included and collected.  
 Teachers request PD to improve practice.  
 Mentors are provided to support practice.  
 Peer observations were scheduled and implemented.

On the 5 essentials survey under program on collaborative teachers and coherence teachers input indicated this is very strong. To support our bilingual students, teachers attended QTEL workshops, NABE conference, CLP workshops, co-teaching and inclusion workshops, peer observations are held for reflection.

### 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

1 2 3 4

Schedules are aligned to CPS time distribution/ mandates. Use grant funds to allocate after school programs. Seek and obtain grants to support needs, ASAS, use 223/332 funds to support tier 3-2 students. Use support staff for intervention / classroom aides.

Hiring process includes teachers, teaching demonstration lessons when possible, there is a rubric for candidate selection. Partner with Y program, Zavala Foundation, Sidley Austin, LLP, Urban Gateways, Lifebuilders, Imago Dei.

Very strong for collaborative teachers on 5 essentials.

After school PD includes compensation for additional time.

Hired effective teachers are retained.

#### Guide for Aligned Resources

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

Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

1 2 3 4

Sequencing and pacing guides are developed for reading and math for each grade level.  
 Unit plans are created for all subjects with alignment to Common Core State Standards.  
 Attained math goal on SQRP and improved number of ELL transitioning out of bilingual program.  
 Interdisciplinary thematic units developed by Specialists teachers.  
 Majority of diverse learners are included in the general education classroom, additional PD provided on inclusion and co-teaching.  
 ELD units being used in K-2. Support provided for English Language Learners by the Bilingual Lead Teacher and Reading Specialist.  
 Lucy Calkins Reading Units of Study (K-5)  
 Lucy Calkins Writing Units of Study (K-8)  
 Words Their Way (K-8)  
 EngageNY (K-8)  
 FOSS, STC, and SEPUP Science curriculum (K-8)  
 PATHS Social-Emotional curriculum being used in K-3 and YMCA outreach program available for middle school boys.  
 Learning styles inventories administered to all students to accommodate diverse needs and learning styles.  
 Middle School (6-8) is still looking for a common core aligned reading curriculum.  
 Curriculum is recently adopted and teachers are still learning to implement and adapt to student needs.  
 Largest gap is progress monitoring tool for reading that is being implemented with fidelity, especially in 6-8.

### 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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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                                     | ✓ SQRP Attainment and Growth  |
| 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. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

Subscription to Goalbook for SpEd teachers to scaffold and differentiate instruction.  
 Leveled library available for school-wide use in both English and Spanish.  
 Classroom libraries with leveled sections are present in classrooms PK-8.  
 Curriculum available for all subjects: Lucy Calkins Units for Reading (K-5) & Writing (K-8), Engage NY in English and Spanish for math, Reader's Journey for 6th-8th.  
 FOSS/STC/SEPUP for science, Words Their Way (English K-8th, Spanish K-2).  
 Technology programs like Reading A-Z, RAZ-Kids, Khan Academy English and Spanish, Think Through Math, Compass Learning, Flocabulary are available.  
 Teachers analyze data to group students for differentiated needs.  
 Learning styles are highlighted on lesson plans to differentiate instruction.  
 Trade book Libraries by genre  
 Intervention: Leveled literacy Intervention System (English K-3rd, Spanish K-3)  
 Progress Monitoring: Bass for K-3, Reading Writing Teacher's College 4th-8th.  
 Systematic ELD instructional units for K-2 leveled (beginning, Intermediate, Advance)  
 Each teacher is provided with a laptop and an overhead projector to support the integration of technology.  
 Chromebook carts of 30 are provided for 4-8th to share per grade level.  
 A minimum of 1 iPad cart of 30 are provided for each grade level from K-5th.  
 PATHS curriculum for emotional behavior support.

## 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<br>Supportive Environment<br><br><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a><br><a href="#">1b. Demonstrating Knowledge of Students</a><br><a href="#">1c. Selecting Learning Objectives</a><br><a href="#">1d. Designing Coherent Instruction</a>  |
| CPS Framework for Teaching                   |   |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time  |

### Rigorous Student Tasks:

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

Score

1 2 3 4

Lucy Calkins Units present high-level challenges for students in both Reading and Writing – pushing students to analyze, infer, synthesize.

ILT has not examined student work outside of standardized test data

Belief that all students can learn: majority of diverse learners are in an inclusion setting

5 essentials: English Instruction- 62 (Strong), Math Instruction - 89 (Very Strong), Academic Press - 79 (Strong), Quality of Student Discussion - 99 (Very Strong)

Did not hit attainment or growth goals on SQRP

Do not conduct focus groups

Do conduct learning walks and walkthroughs – observations tend to be of instruction, not necessarily student learning.

Curricular scope and sequence for reading (K-5), math (K-8), and writing (K-8).

### 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                                     | ✓ SGRP Attainment and Growth  |
| Five Essentials                              | Ambitious instruction<br><a href="#">1.d. Designing Coherent Instruction</a><br><a href="#">2b. Establishing a Culture for Learning</a><br><a href="#">3b. Using Questioning and Discussion Techniques</a><br><a href="#">3c. Engaging Students in Learning</a> |
| CPS Framework for Teaching                   |   |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices  |

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

Score

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

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Climate and Culture team beginning steps to address Social-Emotional learning  
 PATHS curriculum for Social-Emotional learning in K-3  
 NWEA student goal setting are completed.  
 MVMS was strong per student survey.  
 9th grade orientation is completed to support 8th graders, high school fairs are conducted.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

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Curriculum for reading and math scope and sequence have been completed and are being reviewed quarterly to adjust and modify.  
 GR including minilessons are implemented by most teachers.  
 Guided reading and small groups instruction is evident throughout the building.  
 PA, levels of Word their Way, Math talks, close reading, conferencing is being used by most teachers.  
 Targeted support is being provided during and after school.  
 PM is being used K-3.  
 4th-5th is using teacher's college PM.  
 MTTs is being used to identify additional support for struggling students.

## 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                              | Ambitious Instruction<br>Effective Leaders<br>Supportive Environment   |
| CPS Framework for Teaching                   | <a href="#">3a. Communicating with Students</a><br><a href="#">3b. Using Questioning and Discussion Techniques</a><br><a href="#">3c. Engaging Students in Learning</a><br><a href="#">3d. Using Assessment in Instruction</a><br><a href="#">3e. Demonstrating Flexibility and Responsiveness</a> |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>B2. Observes and Evaluates Staff and Gives Feedback to Staff   |

### Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual

### Score

1 2 3 4

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.

Attendance is 96%.  
 88% of students are passing.  
 Off track data is shared with teachers for action plan and additional supports.  
 Personalized plans are created for off track students.  
 Flexible learning materials and environments are provided for struggling students.  
 Per five essentials ambitious instruction, collaborative teachers were very strong and supportive environments was strong.

### Guide for Multi-Tiered System of Support

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

### Evidence, Measures, and Standards

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

**Balanced Assessment & Grading:**

Score

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.

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Ambitious instruction on Five essentials is very strong.  
 K- 5 has unit pre and post but 6th-8th in reading.  
 Writing and math have pre and post for K-8.  
 Grade distribution has been adjusted and implemented - 10 scale.  
 We have a school no zero grading policy.  
 We have an assessment calendar for PM K-2.  
 We analyze NWEA, TRC, OFF TRACK and develop action plans.

**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                   | <ul style="list-style-type: none"> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1e. Designing Student Assessment</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>  |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices   |

**Culture for Learning:**

Score

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.

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No samples of individual student learning goals is evident.  
 Ambitious instruction, collaborative teachers is very strong, but supportive environment is strong.  
 Review of student work is not evident.  
 Social emotional learning and effort is evident K-3.  
 Conferencing is done is reading and writing in some grades.  
 Scores for TRC and NWEA are shared for goal setting.

**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:

Score

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

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Teachers check in and check out with students.  
Teachers / staff serve as mentors.  
Teachers conduct home visitors.  
Peer relationships opportunities are provided.  
Provide parental workshops monthly.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

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

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

Score

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.

1 2 3 4

Sports, ASAS, student interest survey, law workshops, student contracts, google drive.,  
No student council, no peer jury, on 5 essentials, supportive environment is a strong.

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

#### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**

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

## Evidence, Measures, and Standards

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

### Safety & Order:

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

Score

1 2 3 4

Safety under supportive environment was neutral for Five essentials.  
 Well-managed classroom routines in most classrooms. Students are aware of expectations.  
 Most interactions between teachers and students are respectful.  
 All adults use active supervision. Adults reinforce expectations with students.  
 Students and teachers feel safe.  
 Safety procedures are in place, security staff are available on both floors.

### 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><br><a href="#">2c. Managing Classroom Procedures</a><br><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

PBIS rubric created with students to enforce positive behavior expectations.  
 PATHS curriculum establishes SEL expectations for K-3.  
 Olweus bullying system in place.  
 Assemblies brought to school in response to needs identified - Urban Gateways assemblies on bullying, etc.  
 Culture & Climate Committee meets monthly to analyze behaviors and address needs.

### Guide for Restorative Approaches to Discipline

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

- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
  - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
  - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
  - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

## Evidence, Measures, and Standards

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

### Parent Partnership:

Score

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

1 2 3 4

LSC, BAC, and NCLB are fully developed.  
 Monthly parent workshops through NCLB or through BAC.  
 Parents communicate as requested.  
 Open house, parent meetings, conferences, family nights provide opportunities for parent contact.  
 All communication is provided in English and Spanish.  
 Monthly parent newsletter is sent out, information is available on the Kanoon website for parents.  
 Parent meetings with teachers are encouraged and supported.

### Guide for Parent Partnership

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

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

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

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 4 | Expectations for Quality & Character of School Life: Relational Trust                     | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 4 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 4 | Expectations for Quality & Character of School Life: Safety & Order                       | 1 | 2 | 3 | 4 | 5 | ⊗ |

Goals

Required metrics (Elementary)

18 of 18 complete

|  | 2014-2015<br>Actual | 2015-2016<br>Actual | 2016-2017<br>Goal | 2017-2018<br>Goal |
|--|---------------------|---------------------|-------------------|-------------------|
| <b>National School Growth Percentile - Reading</b>   |                     |                     |                   |                   |
| First year with LC reading curriculum K-5, 6 teachers received pd in reading and the Network Cohort 2 writing workshop PD was attended by all writing teachers. We will be using a new 6th-8th CCSS aligned reading curriculum.  | 45.00               | 25.00               | 40.00             | 45.00             |
| <b>National School Growth Percentile - Math</b>  |                     |                     |                   |                   |
| New math K-8th, this the second year with the same curriculum. Mid year tweaking of curriculum to enhance alignment and CCSS alignment. Teachers had modules developed over the summer for full implementation of materials. All materials have been translated.   | 9.00                | 37.00               | 45.00             | 50.00             |
| <b>% of Students Meeting/Exceeding National Ave Growth Norms</b>   |                     |                     |                   |                   |
| Due to the new reading curriculum and the 2nd year of math, with continual teacher best practices on strategies for implementation, we predict that our students will demonstrate much improved growth.  | 48.10               | (Blank)             | 51.00             | 60.00             |
| <b>African-American Growth Percentile - Reading</b>  |                     |                     |                   |                   |
| We do not have an African - American subgroup. But if we did, we would use the same metrics as for DL and Hispanic.  | (Blank)             | (Blank)             | 30.00             | 35.00             |
| <b>Hispanic Growth Percentile - Reading</b>  |                     |                     |                   |                   |
| First year with LC reading curriculum K-5, 6 teachers received pd in reading and the Network Cohort 2 writing workshop PD was attended by all writing teachers. We will be using a new 6th-8th CCSS aligned reading curriculum. Fidelity to Words their way in first and second language. Fidelity to ELD. 3rd - 8th grade teachers attended QTEL workshops summer 2015. | 45.00               | 25.00               | 30.00             | 50.00             |
| <b>English Learner Growth Percentile - Reading</b>   |                     |                     |                   |                   |
| An addition EL coach was hired to support EL's with interventions during the school day. Pull out intervention for 3rd grade, 4th grade push intervention. ELD fidelity and year 4 in program. After school interventions for EL's. K-2 are being pulled out for interventions by ESP during the day.  | (Blank)             | 11.00               | 30.00             | 35.00             |
| <b>Diverse Learner Growth Percentile - Reading</b>   |                     |                     |                   |                   |
| Use of co - teaching has increased least restrictive environment from 44% to 56%. UDL components / strategies have begun in some classrooms. PD in co - teaching workshops have been attended by 11 teachers. Summer workshops on co-teaching were attended by teams. School wide PD LRE was conducted in August 2015.   | (Blank)             | (Blank)             | 30.00             | 35.00             |
| <b>African-American Growth Percentile - Math</b>   |                     |                     |                   |                   |
| We do not have an African - American subgroup. But if we did, we would use the same metrics as for DL and Hispanic.  | (Blank)             | (Blank)             | 30.00             | 35.00             |
| <b>Hispanic Growth Percentile - Math</b>   |                     |                     |                   |                   |

|  |         |         |         |         |
|--|---------|---------|---------|---------|
| <p>New math K-8th, this the second year with the same curriculum. Mid year tweaking of curriculum to enhance alignment and CCSS alignment. Teachers had modules developed over the summer for full implementation of materials. All materials have been translated.</p>  | 10.00   | 37.00   | 50.00   | 55.00   |
| <b>English Learner Growth Percentile - Math</b>  |         |         |         |         |
| <p>New math K-8th, this the second year with the same curriculum. Mid year tweaking of curriculum to enhance alignment and CCSS alignment. Teachers had modules developed over the summer for full implementation of materials. All materials have been translated. Push with EL intervention in 6th grade.</p>              | (Blank) | 27.00   | 30.00   | 55.00   |
| <b>Diverse Learner Growth Percentile - Math</b>  |         |         |         |         |
| <p>Use of co - teaching has increased least restrictive environment from 44% to 56%. UDL components / strategies have begun in some classrooms. PD in co- teaching workshops have been attended by 11 teachers. Summer workshops on co-teaching were attended by teams. School wide PD LRE was conducted in August 2015.</p> | (Blank) | (Blank) | 30.00   | 35.00   |
| <b>National School Attainment Percentile - Reading (Grades 3-8)</b>  |         |         |         |         |
| <p>First year with LC reading curriculum K-5, 6 teachers received pd in reading and the Network Cohort 2 writing workshop PD was attended by all writing teachers. We will be using a new 6th-8th CCSS aligned reading curriculum.</p>   | 17.00   | 11.00   | 40.00   | 50.00   |
| <b>National School Attainment Percentile - Math (Grades 3-8)</b>   |         |         |         |         |
| <p>New math K-8th, this the second year with the same curriculum. Mid year tweaking of curriculum to enhance alignment and CCSS alignment. Teachers had modules developed over the summer for full implementation of materials. All materials have been translated. K</p>  | 15.00   | 13.00   | 40.00   | 50.00   |
| <b>National School Attainment Percentile - Reading (Grade 2)</b>   |         |         |         |         |
| <p>Interventions as push in or pull out, words your way, Ready for 3rd grade intervention will begin in April. LLI program will be used.</p>   | 24.00   | 6.00    | 10.00   | 15.00   |
| <b>National School Attainment Percentile - Math (Grade 2)</b>  |         |         |         |         |
| <p>K - 2 is using modules and centers / guided instruction as GR component. Math Talks are being used K-2 with fidelity.</p>   | 11.00   | 9.00    | 10.00   | 15.00   |
| <b>% of Students Making Sufficient Annual Progress on ACCESS</b>   |         |         |         |         |
| <p>An addition EL coach was hired to support EL's with interventions during the school day. Pull out intervention for 3rd grade, 4th grade push intervention. ELD fidelity and year 4 in program. After school interventions for EL's. K-2 are being pulled out for interventions by ESP during the day.</p>                 | 45.50   | 40.50   | 45.00   | 50.00   |
| <b>Average Daily Attendance Rate</b>   |         |         |         |         |
| <p>We kicked off a new attendance program/plan. More incentives has improved attendance overall.</p>   | 95.20   | 95.80   | 96.00   | 96.00   |
| <b>My Voice, My School 5 Essentials Survey</b>   |         |         |         |         |
| <p>Well organized with 5 points, we want to sustain and followed the same practice in taking survey as 2014-15.</p>  | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics

0 of 0 complete

|                     |                     |                   |                   |
|---------------------|---------------------|-------------------|-------------------|
| 2014-2015<br>Actual | 2015-2016<br>Actual | 2016-2017<br>Goal | 2017-2018<br>Goal |
|---------------------|---------------------|-------------------|-------------------|

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Thoughtful pre planning of instruction using multiple data sources to create targeted lessons and flexible groupings to address the instructional needs of all students

teachers planning through data to create clear and precise lessons meeting the needs of all students through flexible groupings and individual conferences

average student growth and attainment will improve.

Tags:  
Core Instruction, Curriculum Design

Area(s) of focus:  
2

Action step

Responsible

Timeframe

Evidence for status

Status

Teachers will use standards to develop student-friendly learning targets.

Grade level teams

Jun 30, 2016 to Jun 29, 2018

Peer observations and lesson plans

On-Track

**Teacher Teams/Collaboration**

Teachers will post learning targets to revisit the objective throughout the lesson.

Teachers

Jun 30, 2016 to Jun 29, 2018

Peer observations and walk-throughs

On-Track

**Teacher Teams/Collaboration**

Grade-level planning time will be spent revisiting learning targets and the scope and sequence

Grade-level leads Literacy Coach

Jun 30, 2016 to Jun 29, 2018

-Grade level agendas,  
-Changes to scope and sequence

Completed

Principal-directed meetings will be regularly held to analyze student data and work samples.

-Grade-level teams  
-Literacy Coach/Principal

Jun 30, 2016 to Jun 29, 2018

-Grade-level agendas  
-Action plans  
-PM plans  
-Teacher notes  
-Teacher-designed rubrics

On-Track

Learning walk to observe targeted lessons, flexible groupings, and gradual release.

-ILT

Jun 30, 2016 to Jun 29, 2018

-Learning walk rubric

Completed

Professional development will be provided on strategies for forming groups in interventions to support all students.

-ILT

Jun 30, 2016 to Jun 29, 2018

-PD sign in sheets  
-PD agenda

Completed

Professional development plan will be created for progress monitoring expectations for all teachers.

-ILT  
-Literacy Coach

Jun 30, 2016 to Jun 29, 2018

-Individual teacher PM plans

Completed

Strategy 2

If we do...

...then we see...

...which leads to...

Revisit curriculum to prioritize the necessary

students and teachers with access to

100% of classrooms are equipped for

instructional materials through team meetings so that teachers have the necessary materials needed to implement the curriculum successfully

appropriate tools to support learning

appropriate learning.

Tags:  
Core Instruction

Area(s) of focus:  
3

| Action step  | Responsible                      | Timeframe                       | Evidence for status  | Status    |
|--|----------------------------------|---------------------------------|----------------------|-----------|
| Grade-level meetings will be held to review curriculum and to create orders for missing instructional materials. | -Grade-level teams<br>-Principal | Jun 30, 2016 to<br>Jun 29, 2018 | -Grade-level agendas | Completed |

**Math, Core Instruction**

|  |                |                                 |  |             |
|--|----------------|---------------------------------|--|-------------|
| Teachers will take inventory of existing classroom materials.          | (Blank)        | Jun 30, 2016 to<br>Jun 29, 2018 | -Inventory sheets                              | Completed   |
| Revisit current math curriculum to consider new program implementation | math committee | Apr 3, 2017 to<br>May 31, 2017  | PO and site visit - meetings with vendor notes | On-Track    |
| Provide PD on inclusion and co-teaching                                | Fix / Grober   | Jun 30, 2017 to<br>Apr 30, 2018 | Sign in sheets/agendas                         | On-Track    |
| Revisit intervention blocks for K-5th                                  | ILT            | Aug 31, 2017 to<br>Sep 4, 2017  | Schedule                                       | Not started |
| Analyze data from ESP support in Tier 3 students                       | Mckee          | May 31, 2017 to<br>Jun 29, 2017 | Data   | Behind      |
| PD on academic language usage for all students                         | Zuniga         | Aug 31, 2017 to<br>Sep 29, 2017 | PD agenda                                      | Not started |
| Provide PD and Implement Dibels K-2 for all RB/PC students as PM tool  | Mckee          | May 31, 2017 to<br>Sep 1, 2017  | Pd agenda                                      | Behind      |

**Strategy 3**

If we do...

Focus on student ownership of high learning and behavior expectations by developing systems encouraging student-driven academic and personal success so that there is a shared belief in the importance of learning and hard work.

...then we see...

student ownership of academic performance and increased awareness of school-wide goals.

...which leads to...

all classrooms with student-driven goals and school-wide goals are visible.

Tags:  
Assessment, Climate and Culture

Area(s) of focus:  
4

| Action step ?  | Responsible ?  | Timeframe ?                  | Evidence for status ?   | Status    |
|--|--|------------------------------|---|-----------|
| Students select Eagle Pride qualities of success and create a school slogan. | -Teachers<br>-Students<br>-Student-council<br>-Student-council advisor | Jun 30, 2016 to Jun 29, 2018 | -Slogan posted throughout building.<br>-Student-created displays and banners.<br>-Bulletin boards centered around school pride. | Completed |

### Assessment, Climate and Culture

|  |                              |                              |   |             |
|--|------------------------------|------------------------------|---|-------------|
| Create positive promotion before testing periods to promote high expectations for academic success.  | -Assistant Principal         | Jun 30, 2016 to Jun 29, 2018 | Pep rallies before testing sessions.<br>Teacher and student created motivational displays posted throughout building. | Not started |
| Creation of recognition program (Eagle Awards) for students embodying qualities of success.  | -Administration<br>-Teachers | Jun 30, 2016 to Jun 29, 2018 | -Recognition program outline<br>-Awards ceremony<br>-certificates   | Completed   |
| Develop classroom community expectations. Co-created between teacher and students.   | -Teachers<br>-Students       | Jun 30, 2016 to Jun 29, 2018 | -Posted expectations  | Completed   |
| Increase usage of SEL practices in classrooms: classroom superlatives, 10 by 2 strategy, certificates so each child is recognized for their strengths, PATHS Kid of the Day recognition. | -Teachers                    | Jun 30, 2016 to Jun 29, 2018 | -Walk-throughs  | On-Track    |
| Expand PATHS for 4th and 5th grades.   | -PATHS lead                  | Jun 30, 2016 to Jun 29, 2018 | -PD agenda<br>-PATHS classroom materials  | Not started |
| Identify a curriculum for SEL for grades 6-8.  | -Middle school teachers      | Jun 30, 2016 to Jun 29, 2018 | -Implemented curriculum   | Not started |

### Strategy 4

| If we do...   | ...then we see...   | ...which leads to...  |
|---|---|---|
| increase expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | Students appropriately moving within the Tiered system, not being misplaced in Special Education. | 100% of students receiving appropriate academic and SEL supports. |

Tags:  
MTSS, Core Instruction, Assessment, Personalized Learning

Area(s) of focus:  
1

| Action step ?   | Responsible ?   | Timeframe ?                  | Evidence for status ?                     | Status    |
|---|-----------------|------------------------------|---|-----------|
| Provide teachers with time to create Tier II goals for students | -Administration | Jun 30, 2016 to Jun 29, 2018 | -Teacher action plans<br>-Running records | Completed |



**MTSS, Professional Learning**

|  |  |                              |  |          |
|--|--|------------------------------|--|----------|
| Use NWEA and TRC data, running records, individual conference notes/anecdotal to identify and monitor students for targeted Tier II and Tier III supports. | -Teacher<br>-Administration<br>-Literacy Coach | Jun 30, 2016 to Jun 29, 2018 | -Guided instruction groupings and lessons<br>-PM data<br>-Action plans<br>-Running records | On-Track |
|--|--|------------------------------|--|----------|

**MTSS, Intervention, Personalized Learning**

|   |   |                              |            |           |
|---|---|------------------------------|------------|-----------|
| Teacher-led professional development on in-class Tier II and Tier III support strategies. | -Teacher-leaders<br>-SPED team<br>-Administration | Jun 30, 2016 to Jun 29, 2018 | -PD agenda | Completed |
|---|---|------------------------------|------------|-----------|

**Culture of learning**

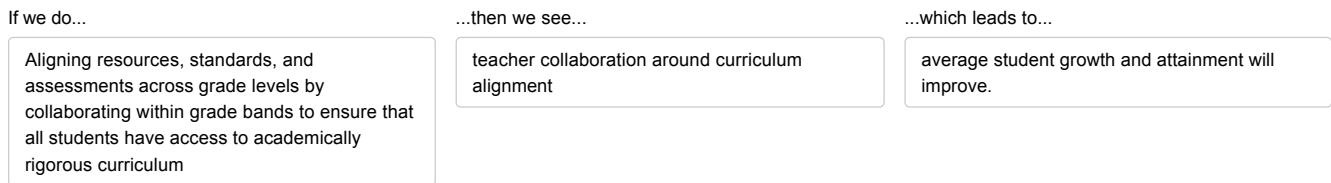
|   |                               |                             |                   |             |
|---|-------------------------------|-----------------------------|-------------------|-------------|
| Train parent- volunteers - recess workers, substitutes on classroom management. | Culture and climate committee | Sep 1, 2017 to Oct 31, 2017 | Pd sign in sheets | Not started |
|---|-------------------------------|-----------------------------|-------------------|-------------|

**Expectations for depth & breadth of quality teaching: multi-tiered system of support**

|   |                               |                             |    |             |
|---|-------------------------------|-----------------------------|----|-------------|
| Purchase support staff uniforms - t shirts as staff | Culture and climate committee | Sep 1, 2017 to Sep 29, 2017 | PO | Not started |
|---|-------------------------------|-----------------------------|----|-------------|

|         |         |        |         |        |
|---------|---------|--------|---------|--------|
| (Blank) | (Blank) | select | (Blank) | Behind |
|---------|---------|--------|---------|--------|

**Strategy 5**



Tags:  
Common core alignment

Area(s) of focus:

| Action step  | Responsible              | Timeframe                    | Evidence for status | Status    |
|--|--------------------------|------------------------------|---------------------|-----------|
| Teacher-led PD on strategies currently being used to implement core curriculum successfully    | -Teacher-leaders<br>-ILT | Jun 30, 2016 to Jun 29, 2018 | -PD agenda          | Completed |
| Provide planning time to grade-bands for vertical alignment and revisiting scope and sequences | -Administration          | Jun 30, 2016 to Jun 29, 2018 | (Blank)             | Completed |
| Provide time for K-5 to plan unit assessments that are based on the core curriculum.           | -Administration          | Jun 30, 2016 to Jun 29, 2018 | (Blank)             | Completed |

Weekly principal-directed preps will be designated for grade-band based curriculum work.

(Blank)

Jun 30, 2016 to Jun 29, 2018

(Blank)

On-Track

## Action Plan

| District priority and action step  | Responsible                                  | Start        | End          | Status      |
|--|--|--------------|--------------|-------------|
| <p>✚ Teachers will use standards to develop student-friendly learning targets.<br/>Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration</p>                | Grade level teams                            | Jun 30, 2016 | Jun 29, 2018 | On-Track    |
| <p>✚ Teachers will post learning targets to revisit the objective throughout the lesson.<br/>Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration</p>      | Teachers                                     | Jun 30, 2016 | Jun 29, 2018 | On-Track    |
| <p>✚ Grade-level planning time will be spent revisiting learning targets and the scope and sequence<br/>Tags: Core Instruction, Curriculum Design</p>                        | Grade-level leads Literacy Coach             | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Principal-directed meetings will be regularly held to analyze student data and work samples.<br/>Tags: Core Instruction, Curriculum Design</p>                          | -Grade-level teams -Literacy Coach/Principal | Jun 30, 2016 | Jun 29, 2018 | On-Track    |
| <p>✚ Learning walk to observe targeted lessons, flexible groupings, and gradual release.<br/>Tags: Core Instruction, Curriculum Design</p>                                   | -ILT   | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Professional development will be provided on strategies for forming groups in interventions to support all students.<br/>Tags: Core Instruction, Curriculum Design</p>  | -ILT   | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Professional development plan will be created for progress monitoring expectations for all teachers.<br/>Tags: Core Instruction, Curriculum Design</p>                  | -ILT -Literacy Coach                         | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Grade-level meetings will be held to review curriculum and to create orders for missing instructional materials.<br/>Tags: Core Instruction, Math, Core Instruction</p> | -Grade-level teams -Principal                | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Teachers will take inventory of existing classroom materials.<br/>Tags: Core Instruction</p>  |  | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Revisit current math curriculum to consider new program implementation<br/>Tags: Core Instruction</p>   | math committee                               | Apr 3, 2017  | May 31, 2017 | On-Track    |
| <p>✚ Provide PD on inclusion and co-teaching<br/>Tags: Core Instruction</p>  | Fix / Grober                                 | Jun 30, 2017 | Apr 30, 2018 | On-Track    |
| <p>✚ Revisit intervention blocks for K-5th<br/>Tags: Core Instruction</p>  | ILT  | Aug 31, 2017 | Sep 4, 2017  | Not started |
| <p>✚ Analyze data from ESP support in Tier 3 students<br/>Tags: Core Instruction</p>   | Mckee  | May 31, 2017 | Jun 29, 2017 | Behind      |

| District priority and action step  | Responsible   | Start        | End          | Status      |
|--|---|--------------|--------------|-------------|
| <p>✚ PD on academic language usage for all students<br/>Tags: Core Instruction</p>   | Zuniga  | Aug 31, 2017 | Sep 29, 2017 | Not started |
| <p>✚ Provide PD and Implement Dibels K-2 for all RB/PC students as PM tool<br/>Tags: Core Instruction</p>  | Mckee   | May 31, 2017 | Sep 1, 2017  | Behind      |
| <p>✚ Students select Eagle Pride qualities of success and create a school slogan.<br/>Tags: Assessment, Climate and Culture, Assessment, Climate and Culture</p>   | -Teachers -Students -Student-council -Student-council advisor | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Create positive promotion before testing periods to promote high expectations for academic success.<br/>Tags: Assessment, Climate and Culture</p>   | -Assistant Principal  | Jun 30, 2016 | Jun 29, 2018 | Not started |
| <p>✚ Creation of recognition program (Eagle Awards) for students embodying qualities of success.<br/>Tags: Assessment, Climate and Culture</p>   | -Administration -Teachers                                     | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Develop classroom community expectations. Co-created between teacher and students.<br/>Tags: Assessment, Climate and Culture</p>  | -Teachers -Students   | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Increase usage of SEL practices in classrooms: classroom superlatives, 10 by 2 strategy, certificates so each child is recognized for their strengths, PATHS Kid of the Day recognition.<br/>Tags: Assessment, Climate and Culture</p>  | -Teachers   | Jun 30, 2016 | Jun 29, 2018 | On-Track    |
| <p>✚ Expand PATHS for 4th and 5th grades.<br/>Tags: Assessment, Climate and Culture</p>  | -PATHS lead   | Jun 30, 2016 | Jun 29, 2018 | Not started |
| <p>✚ Identify a curriculum for SEL for grades 6-8.<br/>Tags: Assessment, Climate and Culture</p>   | -Middle school teachers                                       | Jun 30, 2016 | Jun 29, 2018 | Not started |
| <p>✚ Provide teachers with time to create Tier II goals for students<br/>Tags: MTSS, Core Instruction, Assessment, Personalized Learning, MTSS, Professional Learning</p>  | -Administration   | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Use NWEA and TRC data, running records, individual conference notes/anecdotal to identify and monitor students for targeted Tier II and Tier III supports.<br/>Tags: MTSS, Core Instruction, Assessment, Personalized Learning, MTSS, Intervention, Personalized Learning</p> | -Teacher -Administration - Literacy Coach                     | Jun 30, 2016 | Jun 29, 2018 | On-Track    |
| <p>✚ Teacher-led professional development on in-class Tier II and Tier III support strategies.<br/>Tags: MTSS, Core Instruction, Assessment, Personalized Learning, Culture of learning</p>  | -Teacher-leaders -SPED team - Administration                  | Jun 30, 2016 | Jun 29, 2018 | Completed   |
| <p>✚ Train parent- volunteers - recess workers, substitutes on classroom management.<br/>Tags: MTSS, Core Instruction, Assessment, Personalized Learning, Expectations for depth &amp; breadth of quality teaching: multi-tiered system of support</p>                             | Culture and climate committee                                 | Sep 1, 2017  | Oct 31, 2017 | Not started |
| <p>✚ Purchase support staff uniforms - t shirts as staff<br/>Tags: MTSS, Core Instruction, Assessment, Personalized Learning</p>   | Culture and climate committee                                 | Sep 1, 2017  | Sep 29, 2017 | Not started |
| <p>✚<br/>Tags: MTSS, Core Instruction, Assessment, Personalized Learning</p>   |   |              |              | Behind      |
| <p>✚ Teacher-led PD on strategies currently being used to implement core curriculum successfully<br/>Tags: Common core alignment</p>   | -Teacher-leaders -ILT   | Jun 30, 2016 | Jun 29, 2018 | Completed   |

| District priority and action step   | Responsible     | Start        | End          | Status    |
|---|-----------------|--------------|--------------|-----------|
| <p>✚ Provide planning time to grade-bands for vertical alignment and revisiting scope and sequences<br/>Tags: Common core alignment</p> | -Administration | Jun 30, 2016 | Jun 29, 2018 | Completed |
| <p>✚ Provide time for K-5 to plan unit assessments that are based on the core curriculum.<br/>Tags: Common core alignment</p>           | -Administration | Jun 30, 2016 | Jun 29, 2018 | Completed |
| <p>✚ Weekly principal-directed preps will be designated for grade-band based curriculum work.<br/>Tags: Common core alignment</p>       |                 | Jun 30, 2016 | Jun 29, 2018 | On-Track  |

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

A committee of parents will be developed to review NCLB policies and revisions. Parents will receive information from the principal during set NCLB meetings and the process for review and improvements will include scheduled meetings with set agenda items for discussion. Members of the NCLB committee are able to request additional meetings and recommend items for discussion including professional development, parental workshops and budget considerations.

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

Our Annual Principal Informational meeting and Organizational Meeting were held on September 20th. An invitation to all parents was sent on Sept. 13 and announced during the regular LSC meeting on Sept. 13. Flyers were posted inside the main office and posted outside the main doors of the building. A robo call to all parents was made as a reminder and the date stated on the monthly principal's newsletter. The meetings were scheduled at 8:00 and 8:30 in the morning, with the organizational meeting to follow at 8:30. Since most of our families walk students to school they like to stay to enjoy a warm cup of coffee before the meeting. A schedule of the year's parental workshop with topics was given to all parents attending these meetings and families were encouraged to sign up for the workshop they are planning to attend. A note home reminding parents of the workshop they signed up is sent with their child the day before the workshops. All parents are given workshops topics during Open House and a flyer is sent home with their child.

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.

Open House or Curriculum Night is set in September of the new year. The principal welcomes all families back to school and provides parents with an overview of the changes in curriculum, staff and procedures. Each family is released to their child's teacher, and the teachers will dive in deeper to the curriculum, grade level expectations, homework and assessment practices. The Assistant Principal concludes the meeting with an overview of behavior expectations.

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.

LSC, BAC, and NCLB meetings while formal with agendas, and schedules, allow for public participation, it is during this time and many families share their ideas, suggestions and make recommendations for improvements throughout the school and child's educations. All recommendations are taken seriously, documented and a follow - up is provided during the next meeting. Some families are invited to a 1- 1 meeting with administrations and / or child's teacher if it considered as an individual concern. Parents are encouraged to meet with teachers (with an appt.) before or after school, but many are set during the teachers prep time or with the school counselor.

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.

PARCC performance / scoring sheets are administered to parents and students as directed by CPS, within the timeline provided. Parents are provided the information if available during parent-teacher conferences or during sent home with a letter to attend a special after school or during school session on PARCC with administration.

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.

The Right to ask letter will be sent home in English and in Spanish. Parents of students who do not have highly qualified teachers will be notified via a letter with an explanation on the reason and the steps taken to ensure that due diligence has occurred and all measures were exhausted before hiring someone who is not qualified.

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

Parental workshops are offered monthly on how to prepare for parent meetings with teachers, and on what to ask teachers, the state of school address is conducted by admin during the LSC and evening conference day. Parents are offered 1 to 1 sessions on how to access the parental portal and how to check up on grades, parents are provided a robo call when progress or report cards are sent home. Special parental workshop for parents with IEP students are offered twice a year. The case manager and Sped teachers work with parents to address and seek guidance from parents on recommendations for alternate assessments.

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.

Technology, literacy and math training is offered to parents as a group or as needed and requested by parents during 1 to 1 sessions during and after school.

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.

Our school community embraces parental involvement and encourages all parents to participate actively in our school or passively by supporting our school efforts from home. Teachers walk students out every day and engage parents in their child's daily efforts. Teachers meet with parents to discuss concerns or celebrate success. Parents can request a meeting with teachers and within 24 hours, it is honored. The parental workshops offered to parents drill in the fact that teachers are just one wheel of the tricycle and that the parent has to be the other wheel that pushes the child to the finish line. Both work in harmony to accomplish academic success, while administration and the support staff step in to offer support and or interventions. Teachers can often be seen way pass work hours meeting with students and their parents to accommodate parents schedules and promote success for the student.

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.

All preschool parents are invited to all offerings made to K-8 parents. Pre-school teacher speaks English and Spanish. There is a bilingual teacher's aide who also works on coordinating activities with the pre-school parents. Parents and students are included in all assemblies and all school activities. No distinction is made in including or excluding pre-school families. Literacy night, math night, curriculum night, all include preschool families.

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.

All information sent home is sent in dual languages. Robo call is made in dual languages. Support staff answer phones in English or Spanish with bilingual support staff, security staff, and over 80% of our teaching staff speak both languages.

#### 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)

None of the boxes are 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.)

##### Vision

The faculty and staff of Gerald Kanoon Magnet School will prepare students to become life long learners with 21st Century skills. We are committed to the welfare and development of each student through holistic education. We will work in collaboration with the parents and the community to continue to provide a diverse, safe and productive environment for growing and learning.

##### Mission

Gerald Delgado Kanoon Magnet School is committed to the development of the student in an environment that encourages the integrated efforts of the principal, teaching staff, parents, and entire community. Kanoon Magnet School's staff has the commitment to the formation of an individual that is conscious of the value of multilingual and multicultural education in a pluralistic society.

At Kanoon, the school community is committed to being positive and active contributors to student, by valuing with pride their heritage and self-identity.

Students will become self-reliant so that they will be prepared to provide positive effective leadership in a democratic society. The school sees itself as the center of influence for the community's future. For this reason, the school directs all possible resources towards attaining its goals.

Kanoon Magnet teachers will provide a sound, strong, academic and effective foundation, which addresses the needs, strengths, and talent of all students in an educational environment that possesses a strong sense of justice and is free of prejudice. This environment allows and encourages the participation and opinions of the students and their families.

The school will provide exposure to global and international experiences, and is conscious of its responsibility to provide leadership and positive role models through parents, staff, and community. Underlying this philosophy is the belief that all Kanoon Magnet School students are capable of achieving their full potential.

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.

Nov. 9th, 2016 and April 19, 2017 will be the dates for P/T conferences. Parents will be able to pick up their child's report card and have a meaningful conversation with their child's teacher on the progress made. Teachers will be able to provide guidance on how to improve their child's progress and address and parental concerns.

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

Reports will be released on Oct. 7th, 2016, Jan. 9th, March 11 and May 10, 2017. All reports will be sent home via the child in English or in Spanish. Individual teacher reports will be sent as needed by the teacher to address concerns and or inconsistencies. Grade book will be updated weekly for parents to review and monitor their child's progress.

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

Parents are encouraged to call the office and schedule appointments to meet with teachers. Teachers make themselves available before, after and during their prep to meet with parents. Most parents come in and / or call and are accommodated within 24 hours.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parents are encouraged to visit classrooms and volunteer as teacher's helpers or attend field trips. Parents participate in cultural events and volunteer to support festive or sports activities. Immersion week, Day of the Dead, Holiday celebrations, classroom field trips, picture day, dental and or health fairs are all heavily supported and worked by parents. In addition, all our lunchroom workers are parents of our students.

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

Weekly, daily and monthly incentives are offered to students and supported by our parents. Students are encouraged to work on meeting the criteria to win an incentive that may include gift cards, extra recess, jean day, or chrome books.

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

Parents are encouraged to attend the LSC and get involved/informed in the decisions made by the ILT and to offer suggestions or recommendations. A parent will be invited to be part of the ILT committee starting 2015-2016.

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).

Goal setting will be conducted for all students in 3rd-8th grade. NWEA scores will be shared and students will set goal for the MOY and EOY. K-2 parents will be presented their child's TRC score with recommendations on improvement and steps for success.

Parent Budget

Complete

**Goals:** Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Although we have not been given out allocations for 2016-2018, parents will receive continued support during the day and/or after school through NCLB parent computer classes, Child Development workshops, Nutrition workshops, G.E.D. classes, Adult Literacy, Literacy Skills workshops coordinated by ESL/Literacy program and Kanoon staff.

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

| Account(s)      | Description   | Allocation  |
|-----------------|---|-------------|
| 51130,<br>52130 | <b>Teacher Presenter/ESP Extended Day</b><br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.                            | \$ 2000 .00 |
| 53405           | <b>Supplies</b><br>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. | \$ 400 .00  |
| 53205           | <b>Refreshments</b><br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.   | \$ 762 .00  |
| 54125           | <b>Consultants</b><br>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)                               | \$ 3391 .00 |

|       |  |    |     |     |
|-------|--|----|-----|-----|
| 54505 | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only.   | \$ | 500 | .00 |
| 54205 | <b>Travel</b><br>Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.  | \$ | 0   | .00 |
| 54565 | <b>Reimbursements</b><br>Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ | 250 | .00 |
| 53510 | <b>Postage</b><br>Must be used for parent involvement programs only.   | \$ | 0   | .00 |
| 53306 | <b>Software</b><br>Must be educational and for parent use only.  | \$ | 0   | .00 |
| 55005 | <b>Furniture and Equipment</b><br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.                                      | \$ | 0   | .00 |