



## 2016-2018 plan summary

### Team

| Name                     | Role                   | Email                | Access     |
|--------------------------|------------------------|----------------------|------------|
| Pamela Creed             | Principal              | ptcreed@cps.edu      | Has access |
| Sharron Carroll          | Academic Director      | smcarroll@cps.edu    | No Access  |
| Bridgett Whooper         | Counselor/Case Manager | bswhooper@cps.edu    | Has access |
| Ryan Carrizales          | Teacher                | rcarrizales@cps.edu  | Has access |
| Demetrius Heard          | Teacher                | dlheard4@cps.edu     | No Access  |
| Angela Foster            | Dean of Students       | afoster2@cps.edu     | No Access  |
| Marley Olivera           | Teacher                | maolivera@cps.edu    | No Access  |
| Sari Willis              | Teacher                | sawillis@cps.edu     | No Access  |
| Alexis Stokes            | Teacher                | aastokes@cps.edu     | Has access |
| Steven Guy               | LSC/PAC Chair          | leguy60653@yahoo.com | No Access  |
| Denita Armstrong-Shaffer | Teacher                | dnshaffer@cps.edu    | No Access  |
| Kathleen Engelking       | Teacher                | keengelking@cps.edu  | Has access |

### Team meetings

| Date       | Participants   | Topic                     |
|------------|--|---------------------------|
| 03/04/2016 | Creed, Fields, Carrizales, Carroll, Heard, Foster, Olivera, Willis, Stokes, Guy, Shaffer, Engelking          | CIWP Planning Process/SEF |
| 03/08/2016 | Creed, Fields, Carrizales, Heard, Foster, Olivera, Willis, Stokes, Guy, Shaffer                              | SEF                       |
| 03/18/2016 | Carrizales, Carroll, Creed, Engelking, Fields, Foster, Guy, Heard, Olivera, Shaffer, Stokes, Whooper, Willis | SEF/Priorities            |

## School Excellence Framework

## Culture of &amp; Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

1 2 3 4

We begin each year by reviewing and reflecting on our mission/vision statements. This time of reflection sets the stage for us to recommit ourselves to the work as we look back on our prior year data and look forward to our new goals for the current year. The question is "Are we doing what we set out to do, given our mission/vision statements?" Our mission/vision statements are posted throughout the building as a constant reminder/motivator to our students and staff.

We begin each day with students and staff reciting our school pledge before heading to classrooms to begin our day of teaching and learning. Our school pledge includes our beliefs and core values. Our school pledge is also recited at the beginning of assemblies where family and community are able to join in.

Leadership opportunities are available to staff to share the responsibility of striving for success. Teacher leaders facilitate cluster meetings, engage in peer coaching, lead school committees, and sit on the LSC and ILT.

We took steps this year to strengthen our instructional program to continue our strive towards success for every student. These steps included aligning growth opportunities for our teachers with the CPS Framework for Teaching, implementing a rigorous common core aligned instructional resources (EngageNY), and strategically focusing on the same instructional priorities for reading and math the entire school year.

Create a plan to periodically review our CIWP with all stakeholders - currently the plan is reviewed periodically with the ILT only. Recommend a quarterly review for all stakeholders.

**Guide for Leadership & Collective Responsibility**

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

1 2 **3** 4

Our ILT focus for this year has been to develop our teacher leaders to facilitate our weekly cluster meetings. Our cluster meeting focus has been reviewing student work, analyzing student data (MAP, ANet, BAS), and building teacher capacity with our instructional priorities. ILT meetings are scheduled weekly for 45 minutes. We also start every meeting with celebrating wins.

We need to expand our ILT to include an LBS representative and a specialist representative. In addition we are going to introduce an application process to staff. We understand that sitting on the ILT requires a commitment of time and the willingness to actively engage in discussions about issues through a school-wide lense. We need teachers who are able to do this.

We also need to develop a progress/effectiveness monitoring protocol for implemented initiatives.

### 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                           | ✓ | ILT Effectiveness Rubric Score  |
|  | ✓ | ILT artifacts (e.g. agenda, calendar, protocols, minutes)                             |
|  | ✓ | Evidence that work of ILT has contributed to positive outcomes for students and staff |
|  | ✓ | Teacher team agendas/minutes reflective of ILT focus                                  |
| Measures                                     | ✓ | Five Essentials: Instructional Leadership   |
| Five Essentials                              |   | Effective Leaders   |
|  |   | Collaborative Teachers  |
| CPS Framework for Teaching                   |   | <a href="#">4a. Reflecting on Teaching &amp; Learning</a>                             |
|  |   | <a href="#">4d. Growing and Developing Professionally</a>                             |
|  |   | <a href="#">4e. Demonstrating Professionalism</a>                                     |
| CPS Performance Standards for School Leaders |   | A1. Assesses the Current State of School Performance and Develops a CIWP              |
|  |   | A2. Implements Data Driven Decision Making and Data Driven Instruction                |
|  |   | B5. Supports Teacher Teams  |
|  |   |   |

### Professional Learning:

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

Score

1 2 **3** 4

School-based professional learning opportunities are provided during cluster meetings, CPS PD days, Flexible PD days, and after school. In addition, AUSL PD offerings and CPS Framework PD offerings are shared with all teachers. Teachers are encouraged to attend.

Teachers' schedules include one 60 minute planning block 4 times per week. Grade level teams have the same planning block time for collaboration. Teachers' schedules also include one 60 minute planning block 1 time per week to meet with their content cluster team. This meeting time is designed to review student work, analyzing student data (MAP, ANet, BAS), and build teacher capacity with our instructional priorities. Content clusters allow teachers to collaborate vertically.

We have made strides towards differentiate professional learning by piloting peer coaching, providing ongoing new teacher PD, and offering optional topical PD (Small Group, Mini-Lesson).

Administrators collaborate with AUSL coaches to provide coaching support for new teachers. Administrators and teacher leaders attend professional development sessions lead by our ANet partner to deepen our understanding around common core and core actions.

We need to Incorporate feedback from staff to identify professional learning opportunities and to more frequently engage in non-REACH observations.

### 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

CPS Instructional Time Guidelines are used to create schedules. Teachers' prep schedules are designed to provide opportunities for collaboration with their grade band teams and with their content cluster teams for reading and math.

Funds are allocated to support the instructional priorities of the school and the CIWP goals. Funds were used to support the implementation of the EngageNY resource for reading and math. Teacher leaders were sent to a week long Standards Institute in Washington, DC to deepen their understanding of the Common Core State standards. Additionally, funds were used to purchase incentives to support behavior and attendance initiatives.

Teachers are assigned according to their certificates. A hiring team consisting of teachers, ESPs, and administrators were engaged in hiring decisions for new teachers. Teacher candidates taught model lessons so the team could have a better sense of the candidate's instructional capacity. Additional teachers were hired to decrease class sizes to the extent possible.

Staff are provided opportunities to assume leadership roles in the school. External partnerships have resulted in mentoring for male students, Christmas gifts for each student, and coats, gloves and hats for students.

Partnerships are needed to provide additional social/emotional supports for our students. We need to strategically engage our Related Service Providers to increase their impact with on more of our students. We also need to create a retention strategy to retain high performing staff.

### 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  |
|  | ✓ Five Essentials   |
| Five Essentials                              | Effective Leaders<br>Collaborative Teachers   |
| CPS Framework for Teaching                   | <a href="#">4a. Reflecting on Teaching &amp; Learning</a><br><a href="#">4e. Demonstrating Professionalism</a>            |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time<br>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

We implemented the EngageNY resource this school year for reading and math in grades kindergarten through eighth. This resource provides sequencing and pacing guides, curriculum maps, thematic units over multiple disciplines, and unit plans with assessments. This is a rigorous common core aligned resource. The reading resource not only addresses the common core state standards, but also increases the knowledge of our students about specific topics since it is unit based. Students spend a unit digging deeply into a topic before moving on to a new topic. The math resource provides students opportunities to understand math conceptually and to apply that knowledge as well. Our diverse learners are also engaged with this new curriculum resource. Teachers collaborate regarding the student work aligned with this resource on a weekly basis during content cluster meetings.

Our science resource is Interactive Science which is not aligned with the NGSS. This misalignment will need to be addressed.

Many teachers have trained to teach the Second Step curriculum designed to address the social emotional needs of our students. It has not been implemented with fidelity in all classrooms this school year. All teachers need to be trained and Second Step must be implemented with fidelity next year.

### 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                                     | <ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>  |
| Five Essentials                              | <ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>  |
| CPS Framework for Teaching                   | <ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul> |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>  |

**Instructional Materials:**

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

We are using EngageNY instructional materials for whole group instruction. Modifications have been introduced in the form of mini-lessons to support the gaps students have in learning the grade level content. In addition, all students receive small group instruction at least once per week to address the gaps in their reading and math knowledge. Many teachers are using google classroom and other differentiated work driven by the Engage resource to also address gaps in student learning.

Since the Engage resource is new, teachers are learning how to best adapt the resource to best address the needs of all students. This will continue to be an area of focus.

**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                                     | ✓ SGRP Attainment and Growth  |
| Five Essentials                              | Ambitious instruction<br>Supportive Environment   |
| CPS Framework for Teaching                   | <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 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

Student work is examined weekly in content cluster meetings. Content cluster groupings include reading cluster for grades 3 to 8, math cluster for grades 3-8 and primary cluster for grades K-2. More intentional discussions regarding how the standards are actualized in the tasks is needed.

Rigorous tasks are included in the Engage resource. Allocating time to for students to engage with the tasks is a challenge. We are still struggling with building the stamina of our students to persevere through the challenging assignments and assessments. Giving students more time to productively struggle with the tasks is an area of growth for us. Every engage curriculum has an engaging performance task at the end of each module that asks the students to create authentic work for real audiences, and MANY teachers are using these tasks. The performance tasks do engage students and students seem to take ownership of them.

We need to make the connections for students between assessments and tasks. There is grumbling from students during assessment time about their lack of understanding behind the reasons for the assessments and the connection to their learning.

### Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.



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

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS            |   |
|--|---|
| Suggested Evidence                           | <ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul> |
| Measures                                     | ✓ SQRP Attainment and Growth  |
| Five Essentials                              | Ambitious instruction   |
| CPS Framework for Teaching                   | <a href="#">1d. Designing Coherent Instruction</a><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 Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices  |

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

Score

1 2 3 4

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

Middle school students are exposed to high school/college readiness through the 6 - 16 Curriculum. Families and students are exposed to colleges via banners hanging in hallways and classrooms and an HBCU is highlighted in our weekly newsletter to parents. Teachers hold discussions with students regarding their MAP data and what it means in terms of being on grade level and/or college ready. Our counselor works closely with our 8th grade students and parents to identify high school choices and complete the application process. A high school fair is held at our school for our middle school students and families to attend.

We have some activities in place, but need to add to the baseline that we have established and create a more cohesive focused strategy.

### 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

1 **2** 3 4

Forty-one percent of our teachers have two or less years of teaching experience. As a result, almost half of our teachers are still developing their instructional skills as new teachers. The EngageNY resource is new to all teachers this year. Everyone is learning how to teach it effectively and in the spirit of the shifts required by Common Core. We are incorporating a number of best practices in our classrooms: flexible grouping, text-dependent/open ended questions, differentiating do nows and student work, identifying misconceptions as part of our planning process, requiring textual evidence to support claims, scheduled independent reading times, and having goal setting conversations with students. However, we continue to work towards increasing teacher capacity for each of these practices as well.

Teachers routinely check for understanding throughout the lesson. In addition, multiple data points are collected and analyzed to determine the impact instruction is having on student learning throughout the year. These data points include, BAS, MAP, ANet, Bi-weekly assessments, unit assessments, and exit tickets. Each of these data points are analyzed to determine next steps for students. We have made great strides in this area, but will continue to push in this area as well.

Using questioning and discussion techniques as described in the CPS Framework for Teaching continues to be an area of growth for all teachers to one extent or another as revealed in our REACH data.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

Score

1 2 3 4

We have not fully implemented MTSS. We have flexible small groups based on student needs that meet according the tier of the students. We need to establish a team and provide staff training that will allow successful implementation of the following, particularly for Tier 3 students:

Progress Monitoring Report-  
Available Interventions  
Personal Learning Plan

### Guide for Multi-Tiered System of Support

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

### Evidence, Measures, and Standards

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

**Balanced Assessment & Grading:**

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

Score

1 2 **3** 4

Data deep dive meetings are scheduled to occur during cluster meetings. Data analyzed includes MAP, ANet, BAS, Bi-Weekly assessments, exit tickets, and unit assessments. ANet assessments are administered quarterly. MAP and BAS assessments are administered three times per year. A data analysis protocol is followed that facilitates teachers' thinking critically about the results to inform instruction and to create small groups.

The CPS guidelines for grading are followed. Only 10 percent of a student's grade is based on homework. The remaining 90% is based on assessments, projects, participation, and in-class assignments.

**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 (CSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 3 4

We have worked very hard this year to build a culture for learning that emphasizes effort. Teachers can be heard praising students for trying and encouraging students to not give up. Teachers conference with students regarding their MAP targets and discuss with students steps they will take to hit those targets. Awards are given to students during our quarterly Awards Assemblies for "Most Improved". Most adults in the building hold and reinforce high expectations for students. Although many of our students take pride in their work, this is an area that needs improvement.

There are instances where student behavior interferes with the culture for learning. Most staff provide positive reinforcement coupled with consequences to address these issues. However, there is work to do to increase the effectiveness of these strategies school-wide and with individual staff members. Work also needs to be done to facilitate student ownership of their behavior. One push in this category would be to build a bridge from Teacher-Student, ESP-Student, Admin-Student, and Student-Student communication with regards to how to take ownership of mistakes made and opportunities lost in the classroom because of negative behavioral choices.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.

- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

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

### Relational Trust:

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

Score

1 2 3 4

Relational trust is present to some degree among school participants. However, this is an area that needs work. Most teachers build quality relationships with students in general, but there is a need to focus on more relationship building with students who might be more challenging in terms of their behavior. Though adults are primarily respectful towards students, more positive interactions overall will help foster more quality positive relationships between adults and students. Norms for positive behavior are being reinforced daily through the reciting of our school pledge as well as through PBIS incentives for respectful behavior. Students are continually challenged to display positive and respectful behavior and interactions. Adult -adult interactions are generally respectful. Although there have been instances when this was not the case.

There is evidence of attempts being made to foster relational trust throughout our school community. However we do not consistently have high levels of relational trust between all school participants.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.

- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

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

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

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

Score

1 2 3 4

Students have access to a wide variety of extracurricular activities in the form of After School All Stars as well as sports teams. Middle school class (300) has access to honors or advanced pacing curriculum, but there is no other such class in the school. Curriculum is usually predetermined and teacher driven, and little student voice is solicited or embraced. While some teachers make efforts to engage students in civic engagement such as student council and projects, more effort can be made to involve students in more challenging, relevant and engaging civic assignments.

In certain cases, we are doing a good job and most practices are consistently evident. However, specific areas seem to drag down those positive efforts.

We think that students could benefit from more opportunities to apply their learning through civic engagement outside of the classroom and school.

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

### Students...

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



- Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.
- Consider how people in a democratic society effect change.
- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

## Evidence, Measures, and Standards

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

Our performance in this area was very weak as indicated in our 2015 5 Essentials report. We notice that some students do not have the skills to respond appropriately when confronted with conflict. Student to student interactions, both physically and verbally are becoming increasingly negative. Also, student to adult interactions are becoming more and more disrespectful as the year progresses. There needs to be a school-wide refocus on respectful behavior as it relates to the safety and order within the school.

### 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

1 2 3 4

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

We have not implemented a school-wide restorative practice approach to discipline. We recently started laying the foundation for understanding what restorative justice means by reading articles and having discussions about this approach. Our next step will be to create a restorative practice implementation plan. This practice will have a positive impact on the safety and order in our school.

**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

We continue to struggle in this area in terms the level of parent participation. We have a small group of parents who actively participate on the LSC and attend PAC meetings. We continue to seek out parent volunteers, but have not been able to increase the number of volunteers. We have a Parent Resource Room which is minimally used by parents. Our most popular events in terms of parent participation includes our Fuller Family Reunion, Family Movie Nights, and student performances.

### Guide for Parent Partnership

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

### Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

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

School Excellence Framework Priorities

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

3 Expectations for depth & breadth of Student Learning: Curriculum

1 2 3 4 5

3 Expectations for depth & breadth of Student Learning: Instructional Materials

1 2 3 4 5

Goals

Required metrics (Elementary)

13 of 18 complete

|   | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|------------------|------------------|----------------|----------------|
| <b>National School Growth Percentile - Reading</b>  |                  |                  |                |                |
| The 2016-17 Goal increases our SQRP score to 3 points. The 2017-18 Goal positions us to achieve an SQRP score of 4 during the 2018-19 academic year.                                  | 45.00            | 9.00             | 40.00          | 55.00          |
| <b>National School Growth Percentile - Math</b>   |                  |                  |                |                |
| The 2016-17 Goal increases our SQRP score to 3 points. The 2017-18 Goal positions us to achieve an SQRP score of 4 during the 2018-19 academic year.                                  | 47.00            | 39.00            | 45.00          | 60.00          |
| <b>% of Students Meeting/Exceeding National Ave Growth Norms</b>  |                  |                  |                |                |
| The 2016-17 Goal maintains our SQRP score at 3 points, but moves us in position to achieve 4 points during the following year. The 2017-18 Goal increases our SQRP score to 4 points. | 59.80            | (Blank)          | 55.00          | 65.00          |
| <b>African-American Growth Percentile - Reading</b>   |                  |                  |                |                |
| The 2016-17 Goal increases our SQRP score to 3 points. The 2017-18 Goal increases our SQRP score to 4 points.   | 45.00            | 8.00             | 40.00          | 50.00          |
| <b>Hispanic Growth Percentile - Reading</b>   |                  |                  |                |                |
| (Blank)   | (Blank)          | (Blank)          | (Blank)        | (Blank)        |
| <b>English Learner Growth Percentile - Reading</b>  |                  |                  |                |                |
| (Blank)   | (Blank)          | (Blank)          | (Blank)        | (Blank)        |
| <b>Diverse Learner Growth Percentile - Reading</b>  |                  |                  |                |                |
| The 2016-17 Goal increases our SQRP score to 2 points. The 2017-18 Goal positions us to achieve an SQRP score of 3 during the 2018-19 academic year.                                  | 80.00            | 1.00             | 15.00          | 30.00          |
| <b>African-American Growth Percentile - Math</b>  |                  |                  |                |                |
| The 2016-17 Goal maintains our SQRP score at 3 points, but moves us in position to achieve 4 points during the following year. The 2017-18 Goal increases our SQRP score to 4 points. | 48.00            | 39.00            | 45.00          | 55.00          |
| <b>Hispanic Growth Percentile - Math</b>  |                  |                  |                |                |
| (Blank)   | (Blank)          | (Blank)          | (Blank)        | (Blank)        |
| <b>English Learner Growth Percentile - Math</b>   |                  |                  |                |                |
| (Blank)   | (Blank)          | (Blank)          | (Blank)        | (Blank)        |
| <b>Diverse Learner Growth Percentile - Math</b>   |                  |                  |                |                |

|  |       |       |       |       |
|--|-------|-------|-------|-------|
| The 2016-17 Goal increases our SQRP score to 4 points. The 2017-18 Goal positions us to achieve an SQRP score of 5 during the 2018-19 academic year. | 67.00 | 40.00 | 50.00 | 60.00 |
|--|-------|-------|-------|-------|

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

|  |      |      |       |       |
|--|------|------|-------|-------|
| The 2016-17 Goal increases our SQRP score to 2 points. The 2017-18 Goal positions us to maintain an SQRP score of 2 points and moves us closer to a score of 3 points. | 2.00 | 4.00 | 10.00 | 20.00 |
|--|------|------|-------|-------|

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

|  |      |      |       |       |
|--|------|------|-------|-------|
| The 2016-17 Goal increases our SQRP score to 2 points. The 2017-18 Goal positions us to maintain an SQRP score of 2 points and moves us closer to a score of 3 points. | 3.00 | 8.00 | 10.00 | 25.00 |
|--|------|------|-------|-------|

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

|   |      |       |       |       |
|---|------|-------|-------|-------|
| The 2016-17 and the 2017-18 Goals positions us to maintain an SQRP score of 2 points while moving us closer to a score of 3 points. | 1.00 | 10.00 | 15.00 | 25.00 |
|---|------|-------|-------|-------|

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

|   |      |       |       |       |
|---|------|-------|-------|-------|
| The 2016-17 and the 2017-18 Goals positions us to maintain an SQRP score of 2 points while moving us closer to a score of 3 points. | 1.00 | 15.00 | 20.00 | 30.00 |
|---|------|-------|-------|-------|

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
|---------|---------|---------|---------|---------|

**Average Daily Attendance Rate**

|  |       |       |       |       |
|--|-------|-------|-------|-------|
| The 2016-17 Goal increases our SQRP score to 3 points. The 2017-18 Goal positions us to achieve an SQRP score of 5 during the 2018-19 academic year. | 92.30 | 93.60 | 94.50 | 96.00 |
|--|-------|-------|-------|-------|

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

|  |         |         |         |         |
|--|---------|---------|---------|---------|
| The 2016-17 Goal will be to move to Organized. This goal increases our SQRP score to 4 points. The 2017-18 Goal will be to move to Well Organized. This goal increases our SQRP score to 5 points. | (Blank) | (Blank) | (Blank) | (Blank) |
|--|---------|---------|---------|---------|

Custom metrics

3 of 3 complete

|  | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|--|------------------|------------------|----------------|----------------|
| Percent of Students Accepted to a SE High School                 |                  |                  |                |                |
| Maintaining our 2 point gain.                                    | (Blank)          | 7.00             | 9.00           | 11.00          |
| Percent of 3rd-8th Grade Students On-Track (All Marking Periods) |                  |                  |                |                |
| Maintaining our 5 point gain.                                    | (Blank)          | 46.00            | 51.00          | 56.00          |
| Look and Feel Average Score                                      |                  |                  |                |                |
| Maintaining our 2 point gain.                                    | (Blank)          | 95.00            | 97.00          | 99.00          |

Strategies

## Strategy 1

If we do...

implement a Multi-Tiered System of Support with fidelity

...then we see...

...then we will see teachers creating and establishing records that support interventions and students receiving support more quickly

...which leads to...


...which will lead to increased student achievement for all students as reflected on NWEA growth and attainment


Tags:


Multi tiered support systems


Area(s) of focus:

2, 1

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

Fuller will create a MTSS team consisting of administrators, a teacher from each grade level band, counselor and an LBS teacher.

Administration/ILT

Aug 29, 2016 to Sep 2, 2016

(Blank)

Not started

Develop a year long 6 week implementation teaching cycle of aligned student interventions with 3 week team updates to monitor progress; create a bank of research based resources that support short and long term interventions; create progress monitoring tools that aligns with the 6 week cycle and shows progress towards the intended goal(s); create an MTSS meeting schedule

MTSS team

Sep 6, 2016 to Sep 16, 2016

(Blank)

Not started

Provide school-wide training on MTSS. Collaborate with CPS on sending a facilitator to train staff on MTSS.

Administration

Jul 1, 2016 to Sep 2, 2016

(Blank)

Not started

Teachers will implement a 6 week intervention teaching cycle for tier 2 students identified using Spring 16 MAP data. Teachers will bring student data to MTSS team after 15 days of collecting data and implementing interventions for review and to determine next steps. After 30 days of tier 2 interventions, students will be recommended for continued interventions or referred for special education services.

ILT/MTSS teams/Teachers

Sep 19, 2016 to Jun 20, 2017

(Blank)

Not started

## Strategy 2

If we do...

Focus on one instructional priority for math (Focus on the major work of the grade and how it is reflected in curricular materials to understand how tasks meet the demands and aspects of rigor called for by the standards.)

...then we see...

Math: Teachers posing high-quality challenging tasks that meet the demands and aspects of rigor called for by the standards. Students persevering in solving those tasks.

...which leads to...

increased student achievement in reading and math as measured by NWEA growth and attainment

and one instructional priority for literacy (Within the curricular materials, evaluate standards-aligned, sequenced text-dependent questions (and responses) that translate into text-based discussion and writing-all driving toward key understandings in the text.) for the year.

Literacy: Teachers developing and asking questions that require students to use evidence from the text to demonstrate understanding and to support their ideas about the text in discussions and through writing about the text.

Tags:  
Math, Instruction, Reading, Academic rigor

Area(s) of focus:  
4

| Action step   | Responsible  | Timeframe  | Evidence for status  | Status      |
|--|---|---|---|-------------|
| Attend the AUSL Summer Teaching and Learning Professional Development Session.   | Administration/ILT/Teachers   | Jul 11, 2016 to Jul 15, 2016  | (Blank)   | Not started |
| Administrators, ANet Coach, and Teacher Leaders meet to develop a plan to share learnings that are aligned with our instructional priorities from the T&L Institute with the full staff for opening PD week. Create a differentiated PD plan for the year to develop teacher knowledge of and capacity for our instructional priorities. Develop a lesson planning protocol/expectations that support our IP focus for the year. Develop a lesson plan feedback document/protocol. | ILT/Administration/ANet Coach/Teacher Leaders   | Jul 18, 2016 to Aug 19, 2016  | (Blank)   | Not started |
| Create Cluster Cycle plans quarterly that includes supporting teachers in developing their capacity with our instructional priorities and understanding how the instructional priorities look via teacher delivery. Create monthly PD plans to deepen knowledge of instructional delivery aligned with our core actions that support our IPs. Share expectations for planning and coaching with staff regarding our instructional priorities.                                      | ILT/Administrators/ANet Coach   | Jul 18, 2016 to Jun 16, 2017  | (Blank)   | Not started |
| Create a predictable schedule to collect data to monitor progress on the development of teachers' capacity for instructional priorities. Create a template that supports giving immediate feedback around core actions. Create a schedule for coaching cycles based on teacher needs.  | Administrators/Coaches  | Aug 22, 2016 to Sep 2, 2016   | (Blank)   | Not started |



Assign PLTs to attend the quarterly AUSL T&L PD sessions and provide opportunities for them to present to their teacher teams on a quarterly basis.

Administrators

Jul 18, 2016 to Jul 22, 2016

(Blank)

Behind

### Strategy 3

If we do...

Provide a safe and orderly learning environment

...then we see...

Positive and productive staff to staff, staff to student, and student to student interactions, and more time on task during instruction

...which leads to...

an environment that is conducive to learning and more positive responses regarding safety on our My Voice My School survey

Tags:

Climate and Culture, SEL, Restorative justice, Behavior, Safety and order

Area(s) of focus:

1, 3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Convene a culture/climate task force to create a strategic plan that addresses procedures regarding in-school suspension, detention, restorative justice, high flyers, and consequences aligned with CPS guidelines. Task force will consist of Dean, teachers, ESPs, and parents. Task force will meet weekly during quarter one and at least monthly throughout the rest of the school year to monitor and make adjustments to the strategic plan.

Dean/Administration

Aug 1, 2016 to Aug 19, 2016

(Blank)

Not started

Create a school-wide incentive plan for the year to support positive behavior. PBIS team will meet monthly to review the effectiveness of the incentives and make adjustments as needed.

PBIS Team

Aug 22, 2016 to Jun 20, 2017

(Blank)

Not started

Share the Positive School Culture Strategic Plan with staff and other stakeholders during opening assemblies. Hold small group sessions with students identified as high flyers and their parents.

Dean/Administration

Aug 29, 2016 to Sep 30, 2016

(Blank)

Not started

Share the school-wide incentive plan with staff, students, and families via assemblies, flyers, posters, etc. Update as necessary.

PBIS Team

Aug 29, 2016 to Sep 30, 2016

(Blank)

Not started

|  |                          |                              |         |             |
|--|--------------------------|------------------------------|---------|-------------|
| Provide professional development for staff regarding restorative practices. Partner with CPS to identify training resources. Roll out the restorative practices initiative during opening PD week with follow-up PD sessions throughout the school year.   | Administration/Dean      | Aug 29, 2016 to Jun 30, 2017 | (Blank) | Not started |
| Review social/emotional learning standards with all staff during opening PD week. Train all homeroom teachers to facilitate Second-Step. Partner with CPS to provide the training. Schedule time weekly to teach the curriculum in the homeroom. Administer a baseline survey to students at the beginning of the school year regarding their social emotional status. Administer an EOY survey to measure their growth. | Counselor                | Aug 29, 2016 to Jun 16, 2017 | (Blank) | Not started |
| Seek partnerships within the Bronzeville community to provide additional supports to address bullying, etc.  | Administration/Counselor | Jul 11, 2016 to Jun 30, 2017 | (Blank) | Not started |
| Develop a plan to integrate CPS service providers to address the social emotional needs of our students. Develop a plan to monitor progress.   | Administration/Counselor | Aug 29, 2016 to Sep 30, 2016 | (Blank) | Not started |
| (Blank)  | (Blank)                  | select                       | (Blank) | Behind      |

Strategy 4

If we do...

...then we see...

...which leads to...

|  |   |  |
|--|---|--|
| Generate an inspiring attendance culture | students coming to school each day and a decrease in the number of student absences | meeting/exceeding our attendance target of 96% |
|--|---|--|

Tags:  
Attendance

Area(s) of focus:  
1, 3

| Action step  | Responsible           | Timeframe                    | Evidence for status | Status      |
|--|-----------------------|------------------------------|---------------------|-------------|
| Create a strategic plan to increase student attendance. This plan clearly identifies which stakeholders are responsible for action items, and includes incentives and marketing plans. | Attendance Task Force | Aug 22, 2016 to Aug 26, 2016 | (Blank)             | Not started |

|  |                       |                              |         |             |
|--|-----------------------|------------------------------|---------|-------------|
| Share the strategic plan with staff during opening PD week. Emphasize the role each stakeholder has on impacting student attendance. Share the strategic plan with families and students during an opening assembly. | Attendance Task Force | Aug 29, 2016 to Sep 2, 2016  | (Blank) | Not started |
| Attendance Task Force partners with PBIS to survey students to identify incentives. Purchase incentives and create posters to display throughout the building.   | Dean                  | Aug 29, 2016 to Jun 30, 2017 | (Blank) | Not started |
| Create a plan to communicate attendance initiatives and celebrations to parents and students on a daily, weekly, monthly, and quarterly basis.   | Attendance Task Force | Aug 29, 2016 to Jun 30, 2017 | (Blank) | Not started |
| Review grade level attendance metrics and progress with teachers at least once per quarter   | Administration        | Aug 29, 2016 to Jun 30, 2017 | (Blank) | Not started |

Action Plan

| District priority and action step   | Responsible                 | Start        | End          | Status      |
|---|-----------------------------|--------------|--------------|-------------|
| <p>✚ Fuller will create a MTSS team consisting of administrators, a teacher from each grade level band, counselor and an LBS teacher.<br/>Tags: Multi tiered support systems</p>  | Administration/ILT          | Aug 29, 2016 | Sep 2, 2016  | Not started |
| <p>✚ Develop a year long 6 week implementation teaching cycle of aligned student interventions with 3 week team updates to monitor progress; create a bank of research based resources that support short and long term interventions; create progress monitoring tools that aligns with the 6 week cycle and shows progress towards the intended goal(s); create an MTSS meeting schedule<br/>Tags: Multi tiered support systems</p>                                   | MTSS team                   | Sep 6, 2016  | Sep 16, 2016 | Not started |
| <p>✚ Provide school-wide training on MTSS. Collaborate with CPS on sending a facilitator to train staff on MTSS.<br/>Tags: Multi tiered support systems</p>   | Administration              | Jul 1, 2016  | Sep 2, 2016  | Not started |
| <p>✚ Teachers will implement a 6 week intervention teaching cycle for tier 2 students identified using Spring 16 MAP data. Teachers will bring student data to MTSS team after 15 days of collecting data and implementing interventions for review and to determine next steps. After 30 days of tier 2 interventions, students will be recommended for continued interventions or referred for special education services.<br/>Tags: Multi tiered support systems</p> | ILT/MTSS teams/Teachers     | Sep 19, 2016 | Jun 20, 2017 | Not started |
| <p>✚ Attend the AUSL Summer Teaching and Learning Professional Development Session.<br/>Tags: Math, Instruction, Reading, Academic rigor</p>  | Administration/ILT/Teachers | Jul 11, 2016 | Jul 15, 2016 | Not started |

| District priority and action step   | Responsible                                   | Start        | End          | Status      |
|---|---|--------------|--------------|-------------|
| <p>✚ Administrators, ANet Coach, and Teacher Leaders meet to develop a plan to share learnings that are aligned with our instructional priorities from the T&amp;L Institute with the full staff for opening PD week. Create a differentiated PD plan for the year to develop teacher knowledge of and capacity for our instructional priorities. Develop a lesson planning protocol/expectations that support our IP focus for the year. Develop a lesson plan feedback document/protocol.</p> <p>Tags: Math, Instruction, Reading, Academic rigor</p> | ILT/Administration/ANet Coach/Teacher Leaders | Jul 18, 2016 | Aug 19, 2016 | Not started |
| <p>✚ Create Cluster Cycle plans quarterly that includes supporting teachers in developing their capacity with our instructional priorities and understanding how the instructional priorities look via teacher delivery. Create monthly PD plans to deepen knowledge of instructional delivery aligned with our core actions that support our IPs. Share expectations for planning and coaching with staff regarding our instructional priorities.</p> <p>Tags: Math, Instruction, Reading, Academic rigor</p>  | ILT/Administrators/ANet Coach                 | Jul 18, 2016 | Jun 16, 2017 | Not started |
| <p>✚ Create a predictable schedule to collect data to monitor progress on the development of teachers' capacity for instructional priorities. Create a template that supports giving immediate feedback around core actions. Create a schedule for coaching cycles based on teacher needs.</p> <p>Tags: Math, Instruction, Reading, Academic rigor</p>  | Administrators/Coaches                        | Aug 22, 2016 | Sep 2, 2016  | Not started |
| <p>✚ Assign PLTs to attend the quarterly AUSL T&amp;L PD sessions and provide opportunities for them to present to their teacher teams on a quarterly basis.</p> <p>Tags: Math, Instruction, Reading, Academic rigor</p>  | Administrators                                | Jul 18, 2016 | Jul 22, 2016 | Behind      |
| <p>✚ Convene a culture/climate task force to create a strategic plan that addresses procedures regarding in-school suspension, detention, restorative justice, high flyers, and consequences aligned with CPS guidelines. Task force will consist of Dean, teachers, ESPs, and parents. Task force will meet weekly during quarter one and at least monthly throughout the rest of the school year to monitor and make adjustments to the strategic plan.</p> <p>Tags: Climate and Culture, SEL, Restorative justice, Behavior, Safety and order</p>    | Dean/Administration                           | Aug 1, 2016  | Aug 19, 2016 | Not started |
| <p>✚ Create a school-wide incentive plan for the year to support positive behavior. PBIS team will meet monthly to review the effectiveness of the incentives and make adjustments as needed.</p> <p>Tags: Climate and Culture, SEL, Restorative justice, Behavior, Safety and order</p>  | PBIS Team                                     | Aug 22, 2016 | Jun 20, 2017 | Not started |
| <p>✚ Share the Positive School Culture Strategic Plan with staff and other stakeholders during opening assemblies. Hold small group sessions with students identified as high flyers and their parents.</p> <p>Tags: Climate and Culture, SEL, Restorative justice, Behavior, Safety and order</p>  | Dean/Administration                           | Aug 29, 2016 | Sep 30, 2016 | Not started |
| <p>✚ Share the school-wide incentive plan with staff, students, and families via assemblies, flyers, posters, etc. Update as necessary.</p> <p>Tags: Climate and Culture, SEL, Restorative justice, Behavior, Safety and order</p>  | PBIS Team                                     | Aug 29, 2016 | Sep 30, 2016 | Not started |
| <p>✚ Provide professional development for staff regarding restorative practices. Partner with CPS to identify training resources. Roll out the restorative practices initiative during opening PD week with follow-up PD sessions throughout the school year.</p> <p>Tags: Climate and Culture, SEL, Restorative justice, Behavior, Safety and order</p>  | Administration/Dean                           | Aug 29, 2016 | Jun 30, 2017 | Not started |
| <p>✚ Review social/emotional learning standards with all staff during opening PD week. Train all homeroom teachers to facilitate Second-Step. Partner with CPS to provide the training. Schedule time weekly to teach the curriculum in the homeroom. Administer a baseline survey to students at the beginning of the school year regarding their social emotional status. Administer an EOY survey to measure their growth.</p> <p>Tags: Climate and Culture, SEL, Restorative justice, Behavior, Safety and order</p>                                | Counselor                                     | Aug 29, 2016 | Jun 16, 2017 | Not started |
| <p>✚ Seek partnerships within the Bronzeville community to provide additional supports to address bullying, etc.</p> <p>Tags: Climate and Culture, SEL, Restorative justice, Behavior, Safety and order</p>   | Administration/Counselor                      | Jul 11, 2016 | Jun 30, 2017 | Not started |
| <p>✚ Develop a plan to integrate CPS service providers to address the social emotional needs of our students. Develop a plan to monitor progress.</p> <p>Tags: Climate and Culture, SEL, Restorative justice, Behavior, Safety and order</p>  | Administration/Counselor                      | Aug 29, 2016 | Sep 30, 2016 | Not started |

| District priority and action step  | Responsible           | Start        | End          | Status      |
|--|-----------------------|--------------|--------------|-------------|
| <p><b>+</b></p> <p>Tags: Climate and Culture, SEL, Restorative justice, Behavior, Safety and order</p>   |                       |              |              | Behind      |
| <p><b>+</b> Create a strategic plan to increase student attendance. This plan clearly identifies which stakeholders are responsible for action items, and includes incentives and marketing plans.</p> <p>Tags: Attendance</p>                               | Attendance Task Force | Aug 22, 2016 | Aug 26, 2016 | Not started |
| <p><b>+</b> Share the strategic plan with staff during opening PD week. Emphasize the role each stakeholder has on impacting student attendance. Share the strategic plan with families and students during an opening assembly.</p> <p>Tags: Attendance</p> | Attendance Task Force | Aug 29, 2016 | Sep 2, 2016  | Not started |
| <p><b>+</b> Attendance Task Force partners with PBIS to survey students to identify incentives. Purchase incentives and create posters to display throughout the building.</p> <p>Tags: Attendance</p>   | Dean                  | Aug 29, 2016 | Jun 30, 2017 | Not started |
| <p><b>+</b> Create a plan to communicate attendance initiatives and celebrations to parents and students on a daily, weekly, monthly, and quarterly basis.</p> <p>Tags: Attendance</p>   | Attendance Task Force | Aug 29, 2016 | Jun 30, 2017 | Not started |
| <p><b>+</b> Review grade level attendance metrics and progress with teachers at least once per quarter</p> <p>Tags: Attendance</p>   | Administration        | Aug 29, 2016 | Jun 30, 2017 | Not started |

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

empowered decision makers in their children's education.

## Parent Plan

### Parent Involvement Policy

Complete

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

Fuller School of Excellence will involve parents in school improvement by providing monthly principal reports at the LSC and PAC meetings, working with PAC to provide parent trainings, taking critical issues to LSC and PAC for input, including parents on the CIWP team, and family surveys.

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

Fuller School of Excellence will notify all parents via letter, phone, and marquee signage of the annual meeting to discuss participation in NCLB programming. Fuller will have a monthly PAC meeting as well as additional parent workshops throughout the year in an effort to increase parental involvement. Information about meetings will be disseminated using announcements sent home, posting throughout the school building, and detailed information included in the weekly newsletter. Additionally, we will provide incentives to improve parental participation in parent workshops and trainings. We plan to hold our Title I Annual Meeting on September 28, 2016 and our Title I PAC Organizational Meeting on October 5, 2016.

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

Fuller School will provide parents information about the Title I program, including a description and explanation of the curriculum and assessments, in a welcome packet at the start of the year. This information will also be provided during our annual Open House. In addition we will offer a parent workshop designed to teach parents how to read their students' assessment data and strategies to help students at home.

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.

Minutes from the PAC meetings will be given to the administrative team for review and immediate action. The administrative team will address the issues within seven business days. Any suggestions will be presented to the instructional leadership team and implemented if deemed appropriate. Follow-up will be provided to the Parent Advisory Council in regard to their request at the meeting immediately following their request or suggestion.

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.

Fuller will send home a copy of the student's performance data via our Thursday folder system when the state assessment information is available. Parents of students who are at risk for retention will receive their data via a one-on-one conference and parents will be required to sign a document stating they understand their child's current academic performance and the risks associated with it.

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

In the event a teacher is deemed not highly qualified, a written correspondence will be sent home to parents of students who are impacted. The letter will include our plan to resolve the issue.

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.

Fuller will work with our PAC to host parent trainings geared towards helping parents understand the NCLB requirements, Common Core standards and the promotion criteria used by Chicago Public Schools. These workshops/meetings will inform parents of how to monitor their child's progress. For example workshops such as the parent's role in their child's education, parenting goals and children's needs, signs of serious behavioral problems, etc. will be provided to parents throughout the school year in an effort to ensure parents understand their rights and responsibilities as it pertains to their child's education.

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.

Fuller School of Excellence provides parents with literature, information about school events, jobs and social service agencies. Fuller will provide parents with workshops such as Positive Discipline and Child Rearing Techniques, CareerBuilder, Resume Building, and Communication with your children. Incentives will be provided to increase parental involvement.

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.

Fuller School of Excellence will host meet and greets for parents and staff, provide parent trainings, conduct parent conferences, and make phone calls home in an effort to build ties with parents. Fuller will provide professional development activities around community building for staff so that staff may be knowledgeable on how to engage parents.

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.

Fuller School of Excellence will partner with Head Start to provide monthly parent meetings and work with their policy committee which actively works with parents to provide information on available employment, GED preparation and hosts parent volunteer fairs. Fuller School of Excellence will continue to host story telling events, family literacy nights, and create opportunities for parents to participate in the classroom.

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.

Each week parents will receive newsletter containing information pertinent to school and parent programming. Each month parents will receive a monthly calendar of activities/events. Information will be presented in a consistent manner that parents can understand. Additionally, information regarding upcoming events will be posted throughout the school, and on the marquee.

#### Policy Implementation Activities

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

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

N/A

#### Parent Compact

Complete

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

As a community of learners, Fuller School of Excellence will unlock the full potential of each individual student creating a thirst for discovery and academic achievement making them college and career ready. We will cultivate independent thought and promote character building, enabling students to contribute to their communities in meaningful and positive ways.

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.

Two parent conferences will be held during the academic year. The first conference will be held at the end of the first quarter (11/9/16) and another at the end of the third quarter (4/19/17). During these conferences teachers will provide feedback on student performance. Additional conferences may be held throughout the year as requested by teacher/parent to support student progress.

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

Report cards are shared with parents every ten weeks indicating the student's achievement for the quarter. In addition, progress reports are shared with the parents at the fifth week of each quarter to update parents on the child's progress. Training will be provided to parents on using the Parent Portal so families can monitor student progress throughout the year. We will remind parents to use the Parent Portal via our weekly newsletter to parents.

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

Teachers are available to meet with parents before school and after school by appointment. Additionally, parents may communicate with teachers via e-mail or phone call.

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.

Information regarding volunteer opportunities will be shared with parents at the beginning of the school year. Parents may volunteer after completing local background screening and Fuller specific training. Teachers will also create opportunities for parents to be involved in classroom activities at least once a quarter. Parents are welcomed to arrange an observation of classroom(s) anytime students are not testing.

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

The importance and expectations around attendance will be communicated at the beginning of the year. The weekly newsletter will contain updates on school attendance. Parents will be expected to contact the school if their students are going to be absent. If no call is received, parents will be notified of the absence to get clarification of the child's well being. Parents also have the opportunity to help their children with homework and are able to contact teachers if they have any questions about the assignments.

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 will receive the CPS parent survey that will act as pertinent data on how the school is supporting the parent and the child. Parents will have the opportunity to participate in decisions relating to the education of their children through participation in the Local School Council and Parent Advisory Council meetings. These meetings will include being able to provide feedback and input for school expectations and decisions. In addition, parents will be involved and included in all aspects of any special education programming or testing for their child(ren).

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

Students will hear a constant, consistent message about the relationship between being present and learning. Individuals and classrooms will receive rewards and recognition for attendance, positive attitude and classroom results. We are going to collect data on the effects of these three components on students' academic growth.

**Parent Budget**

Not complete

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

(Blank)

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

| Account(s)      | Description   | Allocation    |
|-----------------|---|---------------|
| 51130,<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.                            | \$ Amount .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. | \$ Amount .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.   | \$ Amount .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)                               | \$ Amount .00 |
| 54505           | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only.  | \$ Amount .00 |
| 54205           | <b>Travel</b><br>Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS   | \$ Amount .00 |



Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

---

|       |  |    |        |     |
|-------|--|----|--------|-----|
| 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. | \$ | Amount | .00 |
| 53510 | <b>Postage</b><br>Must be used for parent involvement programs only.   | \$ | Amount | .00 |
| 53306 | <b>Software</b><br>Must be educational and for parent use only.  | \$ | Amount | .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 by used only by parents.                                      | \$ | Amount | .00 |

---