Johann W von Goethe Elementary School (/school-plans/176) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/02/2016	CIWP Team	SEF
03/09/2016	CIWP Team	SEF
03/16/2016	CIWP Team	Determining Priorities
03/23/2016	CIWP Team	Determining Priorities
04/04/2016	CIWP Team	Root Cause Analysis
04/12/2016	CIWP Team	Strategy writing
04/13/2016	Leadership/Admin Team	entering data/establishing goals
04/19/2016	Leadership/Admin Team	entering strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

The formation of our subject leads at each grade team carry out the ILT vision and mission of instruction throughout the school. The ILT coordinates the instructional goals and professional development for the staff.
The leads on the MTSS team guide the staff and support them in meeting student needs.
The leads on the SEL team have organized our mentoring program to serve the needs of students who need relationships with staff that further anchor their relationships with other staff in the school.
Student council reps makes decisions to add programs of service that address the humanitarian vision of the school with activities such as the food drive, clothing drive, toy drive at the holidays and participation in the Chicago River Clean-Up.
The vision and mission of the school are talked about and celebrated as we point out the ways we "FIll Buckets", collaborate on our learning projects, aim high as we celebrate. This is done over the P.A. system. We celebrate all students who master grade level topics in our Math Score , the number of books read, and stories published.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

1   2   **3**   4

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.

ILT subject groups meet and go over goals for the subject.
In math the group meets every two weeks, reviews data, provides professional development to teachers to guide our Math Score understanding and raise the level of performance by all students at each grade. The tracking of data and reviews of data are shared with the entire staff. Small group sessions for training lead by math team leads at each cycle has impacted the overall trends showing positive gains.

In Science, the group has been involved with the Museum of Science and Industry's program to evaluate our science school-wide,we set goals for our two year plan, set up stem nights for families, and created a student STEM News paper.

In Language Arts the teams are focused on integrating curriculum
We have achieved an integrated writing curriculum using Lucy Calkins where all grades and rooms use the writing workshop in grades K-8

We have done a school wide walk through by the ILT to determine DOK in our classrooms.
The entire staff did the walk through to plot the trends of DOK

The entire staff reviewed the evidence and created strategies with plans for action based on the findings to implement in our school improvement initiative.
These actions will be outlined for our curriculum work over the next two years.

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	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Math score professional learning centered around teaching how to use the system, track data, and use all software components to provide teachers with new information.

Total Responsive Classroom training resulted in rooms implementing morning meetings throughout the school. 2015 Total staff and summer training for 6 staff members

Primary teachers have been involved in professional learning cycles with Erikson Institute.2014-2016
Grade teams have planned units of study, implemented collaborative conversations, collaborated with other schools as they share the units of study developed and implemented.
Classes have video taped their instruction to share with the primary cycle at Goethe and with other schools in the Erikson program.

Teachers involved in the SEL Mentoring program have worked in groups with SEL leads as they go over protocols and establish relationships for mentees. Teachers lead staff development for mentoring students in need.
Surveys were given to track the need for the program and check the progress of students who are involved with the mentoring program.

MTSS studies have resulted in the formation of MTSSTeam withe the development of protocols that will be further developed through the CIWP for the next two years. The team collaborates with colleagues to improve implementation of this approach.

LLI Reading Training took place in January and February for the entire staff-teachers and ESPs

Houghton Mifflin Reading Supports- K-5 Professional Development tied to differentiated instruction and leveled reading

Differentiated Reading for EL Students Dr. Beverly Hides- How to differentiate to meet the needs of the EL learners using the current reading system

NWEA- Anaysis and Differentiated tasks aligned to RIT BANDS

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	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 **3** 4

The following funds were budgeted to support the alignment of literacy through the pilot program launched through the efforts of the last CIWP in reading unifying the reading into a program that aligns the curriculum in K-8.
Houghton Mifflin was purchased in grades K-8 Journeys/Senderos for grades K-6 Collections for grades 7-8
Common practices are supported through professional development and ILT work.
Pacing guides and curricular practices were aligned in grades K-6
Discussion of practices utilizing the assessment tools were established.

Writing curriculum was purchased for k-8 using Units of Study by Lucy Calkins. All rooms in all grades use this curriculum.

Go Math was purchased in Math along with Math Score .
LLI Reading Intervention was purchased along with total staff development for program implementation .

ILT efforts in math and reading have focused to align all resource supports to deepen learning and provide differentiated learning.
Math-
Math Score
Kahn Academy
Compass Learning Gr. 2-8
Pacing Guides

Reading-
Achieve 3000- Gr. 4-8
Raz Kids- Gr.k-3
Compass Learning Gr. 2-8
Pacing Guides

Writing
Units of Study Gr. K-8
Pacing Guides

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

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Curriculum:

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

Score

1   2   **3**   4

> The subject level ILTs meet with their grade cycles to check the work and set the planning goals with grade teams for fidelity in currciulum implementation.
> Teachers submit weekly reflections of learning outcomes achieved and track student progress and discuss next steps of learning based on student assessments each week.
> Responsive Classroom implementation of Morning Meetings works to address the social and emotional learning and set the tone for the days lessons in all classrooms throughout the school.
>
> Curricular assessments aligned to the subjects are addressed for each grade.
> Writing about reading is done in each grade and writer's workshop is done throughout the school Pre K -8. All classes use the rubric ans assessment guides to evaluate student progress at each learning bend.
>
> The purchase of the following curriculum for grades k-8 was made to align all grades in the school with curriculum that follows common core standards in both English and Spanish.
> Journeys/Senderos K-6 with leveled readers
> LLI Intervention Ready purchased and trained for all staff for students in K-8
> Units of Study Writing Workshop is used in grades K-8 following the writing workshop model
>
> Go Math Spanish and English K-8 with differentiated math groups to address all learning levels
> Math Score-Differentiated math software program used in K-8
>
> Achieve 3000 used in grades 4-8 for differentiated non fiction reading with strategies aligned to students lexile reading levels.
>
> Compass Learning-Differentiated software in reading and math aligned to student's RIT band in both reading and math for students in grades 2-8

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).

- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGl4MmY3YTlxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1   2   3   **4**

Curriculm at Goethe offers a variety of options for all students:
Basal Reading aligned to Common core
Anthology for middle school
Thematic Units developed in social studies Wrtten by teacher teams in K-3
Thematic Units developed in pre k for Science by Pre K team
Writing workshop units developed in k-8 with publishing and celebrations
Novel units
Book Clubs
Non fiction differentiated soft ware program-Achieve 3000 for grades 4-8
Raz Kids differentiated software program for K-3
Compass Learning -differentiated supports tied to NWEA Rit band in gr.2-8
Math Score Differentiated software foundational math support program K-8
Go Math common Core aligned curriculum
Math Problems of the month K-8
Math Engagement talks
Science units 4-8 that include project based and experimentation
LLI Reading Intervention Support Program for K-8
Responsive Classroom supports
Multimedia presentation through U-tube , Brain Pop, Newsela

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
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

Walk through by the full staff plotted the DOK levels observed in all classrooms
From these observations we set the priority for us to focus on cycle of learning for professional development that would lead us to more rigorous work and teacher learning to plan and implement lessons involving higher levels of cognitive challenge and demand on students.
Student work needs to be more consistently examined across grade levels.
Not enough examinations of student work across and among classrooms take place.
Questioning and engagement need more work as measured by Reflect and Learn in teacher observations
Rigor as evaluated on the 5 Essentials is in the neutral zone
Teachers assessment on the last walk through unilaterally saw a need to deepen professional training around depth of knowledge in planning preparation and lesson implementation
More common core in-depth units need to be crafted to raise the level of thinking students are doing across all grade levels

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)). 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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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)

Score

1 2 **3** 4

Middle school visits college campuses and have tours
middle school visits high school in neighborhood
High school fair is hosted at the school
High school reps come to the school and give presentations to our students
shadow days are encouraged for students
presentation of high school options are given
Aiming high is part of our mission and we focus on programs that offer opportunities for students to excel beyond their grade level through differentiated opporunities
Accelerated Math program offered to our students who excel in math gr. 5-8
College days and banners are visible in the school
Teachers celebrate their colleges
Teachers talk about college opportunities to our students
Career Projects and expo is done and other classes visit

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

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

> The recent walk through illuminates the need for going deeper into professional learning in order to deepen student learning that demands a higher level of cognitive challenge.
> We have embarked on questioning as we note that this is our area for general improvement.
> Deepening the levels of questioning is a skill we have identified needs support.
> Question wheels and flip charts have been given. Further follow through in planning questions for lessons need to take place.
> Levels of demand on student engagement needs strengthening and consistency as measured in the reflect and learn data posted.
> Learning walk data supports the need for further work and development in raising cognitive challenge with more emphasis on tasks at levels three and four in the DOK wheel
> Attainment as measured in the NWEA is strong where growth across all grades measure is inconsistent.
> Leadership teams need to focus on meetings that examine work and levels of cognitive demand.
> Team meetings need to focus on planning and learning and lesson building and evaluation of lessons with examination of student work and task demands.
> 3c-3d-3e are areas of growth as measured by RLS 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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1   2   **3**   4

> We are at the beginning stages of developing a strong MTSS system.
> We have identified the need to expand and deepen the work to support and develop protocols for Tier 2 and tier 3 supports to teachers. The evaluation of the development of the MTSS program is showing good beginnings. The need to further the work, expand the protocols, and strengthen the system led us to making this a school improvement priority.
> The understanding and evaluation of need is clear. The system is in process of being built and will continue to develop with the established strategy and action plans being developed.

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
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
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

> WE have attempted to balance grading with the establishment of a school wide grading scale. Grade teams submit their grades at each quarter. Grades are analyzed and assignments aligned within grade levels for coherence with comments and feedback given to teams.
> Work needs to be done in this area.
> Common assessments for the work done needs to be more consistent in reading
> Consistent assessments are given in math to track progress.
> Math Score data is used to track student progress across the school.
> It is through the identification of DOK that we hope to address a balance in our assessment development and establish protocols for systemic balancing in grade teams and across grade level.
> Current evidence shows tracking of number of assignments and titles of assignments in alignment with some inconsistencies apparent.
> Assessments vary within grade teams on the types of assessments used by each teacher in relation to the skills and learning tasks assessed in reading. There is some coherence in all grades. Inconsistencies are apparent.
> Inconsistencies are apparent across grade levels for the ways tasks are assessed.
> On Track shows the inconsistencies of tracking and monitoring reflected in student's grades
> NWEA Assessments show inconsistencies across the grades
> TRC and DIBELS DATA shows incosistent growth across the primary grades

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

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

Culture of learning is an area of focus. Growth in this area has been developing over the course of the past two years. Inconsistencies exist from grade to grade relative to the cognitive demands placed on the development of tasks by varying teachers.

This is seen in RLS Data

Teams vary in their demands even though common planning is done.

As a school, aiming high is messaged to students through daily activities as accomplishments are shouted out for number of books read, math topics mastered, rooms who exceed in each grade.

Their is evidence of the focus to raise the culture of learning as seen in teacher observations. Teachers are planting the seeds as they focus on the importance of lessons and learning objectives.

Cognitive demand needs strengthening.

Higher order thinking and questions need to be developed more consistently as measured in observations and data tracked in RLS.

Levels of cognitive challenging engagements is developing as data is reviewed in the last three years yet we are still in need of growth.

Seeds have been planted, talk is around the development of the culture of learning. Focus is there.

Follow through with concretes is still in process.

The identification of this by all staff in our walk through clearly identified the fact that although this has been a focus in all classes, we have much to do to impact the consistent level of challenge we ask students to do and embrace.

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	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and

Score

1   2   3   **4**

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.

Teachers know their students. Lesson planning is differentiated based on student learning levels.
Five Essentials rating in this area is very strong.
Teachers are collaborative and rate themselves strong in their work with colleagues.
School climate is strong as measured in our self assessments
Teacher teams work in harmony in 90% of situations.
The environment works to support teachers, parents, students,
Substitutes, guests that provide professional development give positive feedback on the culture and climate of the students and staff .
Parents give positive feedback on the culture and climate of the school.
The staff works to examine ourselves and set our goals based on the collective needs identified.
The walk through unanimously identified the need to address the level of tasks we are planning for students. We were all on the same page.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

Students use the open door policy. Student council is active and encouraged to make decisions that represent student needs and desires to be heard.

Students have created designs for t-shirts that will offer a range of colors for uniform options.

Students had input and grade level votes for cycle designs to represent their grades for the uniform options.

Students create the options they want for the calendar of activities they will launch for the school year that include civic, social, and physical activities.

Students have given input in the variety of interests they want to pursue and after school programming is developed with their input.

We offer social, arts, physical, and academic choices in our after school programs.

The revamping of the student council elections will take place based on the input received from the community.

Another interest survey will be given to students for their input at the end of the school year and the beginning of the next year to further address student's input for future programs.

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	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

> The response to safety on the 5 Essentials for safety and order are very strong.
> Our incidences in Dashboard show low incidents and infractions.
> Restorative Justice is used to address student learning when infractions occur
> We work to establish logical consequences for learning rather than punitive measures
> Students feedback is that within the school they feel safe.
> Our standards are high yet, we have noted an undercurrent that reflects the need for diversity awareness. In given situations, we have noted subtle racial exclusions and remarks that reflect a lack of acceptance for racial differences. We have noted incidences of subtle verbal slurs that show signs of prejudice or bullying. As a result, we are creating an SEL priority to address the subtleties and raise the awareness of diversity in our entire school community among parents, staff, and students.
> Although we have an orderly environment that is safe. Reports by minority students indicate a need to address the level of consciousness and create a diversity awareness program to keep all student emotionally safe and free from verbal subtle slurs that deeply impact well being and confidence.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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.

Dashboard incidences of misconducts is very low.
Very few high level of infractions.
Restorative practices are implemented that include, reflection, discussion, learning projects, logical consequences, conflict resolution techniques, such as Wheel of Choices, group discussions,
learning choices, contract development, and reinforcement of positive behaviors.
Few altercations are noted.
Teaching and emphasis on root cause evaluation of problems are examined. Professional conversations focusing on root cause is done.
Not complete buy-in of restorative practices are done school-wide.
Inconsistencies exists and patterns of discipline are not consistent.
Complete practice of root cause in not achieved.
The development of a menu of options for restorative practices needs to be deveolped.
More responsive training needs to be done with staff for deepening awareness and buy-in to the acceptance of the role root cause plays in the behaviors that are problematic.
More work needs to be done in developing more consistency in using logical consequences.
Not all staff agrees or fully understands restorative justice and discipline.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1   2   **3**   4

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.

PAC AND BAC are active and growing. Numbers have increased this past year.
Friends of Goethe is a supportive group that works to support the school mission and vision.
Communication between home and school is improved through REMIND TEXTS, ROBO CALLS, WEEKLY PARENT BULLETINS, the development of the active school website.
Parents are involved in fundraising. Over 97% of parents come out for parent conferences.
Teachers have set up room REMIND TEXTS, and telephone communications as well as emails.
Parents email the principal and meet with the principal using the Open Door Policy.
Domain 2 is very strong as recorded in RLS
2c is very strong in 90% of the school.
Many teachers email, text, and have class room REMIND set up for their parents

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	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

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

Our Target goal is the 70th growth percentile as we look to continue to increase our student growth. We have 11 new teachers on the Goethe staff and piloted a new reading program for the 2014-2015 school year. This decision was made to give new teachers specific curriculum support and direction. Since the drop in the 2014-2015 reading, we have supported teachers with professional development for differentiation of our pilot program to address leveled reading in grades K-6. In January, all staff were trained to use the newly purchased LLI intervention kits. In April, a full staff Walk Through brought unilateral agreement of our need to address cognitive challenge in our instruction to move our student critical thinking. We acknowledged the direction we need to take. In full agreement, the staff will study the Depth Of Knowledge work and through professional learning cycles will work to bring a balance of all level one through four learning tasks to our students. Our ILT will create the Goethe model for our DOK study with professional learning cycles that will involve the full staff. The DOK study and with collaborative lesson planning will add cognitive challenge to the tasks required of all students. Deepening our work we will impact student growth in reading.	83.00	64.00	70.00	75.00

National School Growth Percentile - Math

Our goal of the 80th growth percentile is set as we continue to see math learning and application trends on the rise. With our continuation of differentiated programs to support foundational math we are confident that our students will continue to grow. Full staff development to support program implementation is a constant. Problems of the month and math engagement lessons enable students to collaborate as they apply math concepts to their problem solving.	63.00	76.00	80.00	85.00

% of Students Meeting/Exceeding National Ave Growth Norms

We have set a target of 60% of students meeting/exceeding national growth - which we feel will produce the Reading and Math growth percentile targets we have set. With LLI Intervention, Math Score, and focus on reading supports we have positioned ourselves to meet the growth projection we have set.	55.30	(Blank)	60.00	63.00

African-American Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00

Hispanic Growth Percentile - Reading

We have brought professional development to the new EL teachers with more leveled reading supports, expanded our non fiction leveled reading with the addition of Achieve 3000, and extended reading intervention programs to our students. Our target goal is set to increase the growth of our Hispanic readers to the 70th growth percentile, which should mirror our overall growth as it did the last two years.	82.00	64.00	70.00	75.00

English Learner Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Reading

We set our goal for our diverse learners at the 50th percentile as we expect this subgroup to have at least expected growth. We see the efforts and growth of our diverse learners as they use the LLI interventions that are positively impacting their reading.	38.00	45.00	50.00	55.00

African-American Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00

Hispanic Growth Percentile - Math

Our target goal for our Hispanic student's growth is set at the 80th percentile, which is an incremental increase of the past two years. We believe with our continued efforts, tracking of data, software support program we will continue to see the upward trend in math growth at Goethe.	60.00	72.00	80.00	85.00

English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

We are looking to increase our diverse learner's math growth from the 93rd to the 95th percentile. The continued growth is supported by differentiated lessons provided through our co teaching efforts at 6-7-8 grades.	8.00	93.00	95.00	97.00

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

We are in in line with our reading data to achieve the 2 point increase in reading attainment for this year based on our MOY NWEA data analysis. With the planned CIWP goals set, for 2017-2018 we strive to reach the goals set for that school year.	76.00	78.00	80.00	83.00

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

The goal we set for our 3rd-8th grade is in line with our metrics for the winter NWEA. We are all systems go to reach this target.	81.00	90.00	95.00	97.00

National School Attainment Percentile - Reading (Grade 2)

Our current 2nd grade is also in line to achieve the one point attainment set based on our NWEA winter data.	95.00	89.00	90.00	92.00

National School Attainment Percentile - Math (Grade 2)

The current 2nd grade is in line with the attainment goal set using the winter NWEA data to reach the 90th percentile.	70.00	88.00	90.00	92.00

% of Students Making Sufficient Annual Progress on ACCESS

We have set our goals for our annual progress on Access at 43%. We believe the focus and supports given to the teachers to differentiate curriculum will result in increased overall growth for our EL Students from last year.	53.90	39.40	43.00	47.00

Average Daily Attendance Rate

We expect to reach 96.1 ADA tracking our overall attendance at this point in the year. We have incentives for May and June in place to continue to support growth in ADA for the year. Next year we will focus on incentives for grade level to achieve further growth in ADA challenging them to beat the previous year.	95.80	95.90	96.10	96.30

My Voice, My School 5 Essentials Survey

We are trying to increase our ratings of "Strong to Very Strong" on the My Voice, My School 5 Essential Survey in the areas of:Effective Leaders, Collaborative Teachers and Supportive Environment. We aim to maintain our "Well Organized" rating from last year.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
On Track Rate				

An internal walk through done by the total staff brought us to identify our need to learn how to bring more cognitive challenging tasks to the the students through the professional learning the teachers will do in studying the depth of knowledge levels and then working to craft and plan lessons and tasks that require students to do more level three types of activities and thinking.This work should lead students and teachers to increased project based learning and impact our overall OnTrack Rate as measured by Dashboard. Because our On-Track Rate is tracking higher this year than in the previous 3 years, we expect to finish at least 63% On-Track this year.	65.80	59.90	63.00	65.00

Restorative Justice and SEL Diversity Awareness

We plan to create a program that is launched in the 2016-2017 school year that serves to educate parents, staff, and students and bring diversity awareness to the forefront of our work in classrooms and throughout the school community. This work along with our Responsive Classroom work will further impact our Restorative Justice % tracking for conduct incidences reflected on Dashboard - so much so that we expect to continually increase the % of Incidents that result in Restorative Practices each year.	65.00	75.00	78.00	82.00

TRC % Tracking

The formation of our MTSS team will deepen our efforts to differentiate our learning program to further the supports and success for our struggling students and remediate learning at theprimary cycle. Through our MTSS we will give invention supports with our LLI interventions. This collaborative effort of teachers from all disciplines will work to establish the protocols and outline a process that will provide authentic Teir 2 adn 3 supports to students in need. It will support the classroom teacher in efforts to build strategies, protocols, and progress monitoring with improved communication links to parents as we work to comprehensively support the needs of identified students. With the strategies we put in place, we expect to increase the % of Students At/Above Proficiency to 77% this year and 80% next year.	0.00	74.00	77.00	80.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Create a cycle of learning that addresses teacher and parent understanding and implementation of tiered academic and behavioral supports focused on purpose, process, and application of the MTSS framework	differentiated instruction and social emotional supports that meet every childs' needs in all classrooms	higher student growth and achievement

Tags:
MTSS, SEL, Cycles of professional learning, Differentatied instruction, Academic supports

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Introduce the MTSS Review Board Team and Develop Professional learning sessions that include reviews of: The MTSS Handbook MTSS Philosophy--with explanation the step by step MTSS process for each tier Behavior Disorder vs. Misconduct Low level functioning vs. Disability Develop and administer a survey to assess staff understanding of MTSS after professional learning sessions on these topics	MTSS Team	May 3, 2016 to Jun 21, 2016	Results of survey	On-Track

Professional Learning, Assessment design, Instructional planning, Protocols, Ib learner profile

Develop or adopt an existing data talk protocol that includes: Research data options Use of data	MTSS Team and full staff	May 17, 2016 to Jun 21, 2016	Chosen data protocol	Not started

Data, Instructional planning, Protocols, Ib criteria

BOY Meeting/Session to identify at risk students with general education teachers	MTSS Team	Aug 31, 2016 to Sep 2, 2016	The formulated identified students	Not started

Assessment, Instructional Coaching, Ib learner profile

Create and implement a monthly schedule of data talks that include: Differentiation for students based on their curricular data Review, reflect, evaluate impact of monthly data talks	MTSS Team	Aug 2, 2016 to Aug 23, 2016	Data collection from monthly data talks	Not started

Cooperative learning, Data analysis, Discourse, Assessmnet

Introduce progress monitoring tool to staff with goals and expectations for consistent tracking	Leadership TEam MTSS Team Staff	Sep 1, 2016 to Sep 1, 2017	Progress Monitoring Data	Not started

Progress moniorting

MTSS team review, reflect, evaluate progress monitoring and MTSS protocols	Leadership Team ILT MTSS	Sep 12, 2016 to Jun 23, 2017	Review of all data reports collected during the first year of MTSS	Not started

Assessment design, Data analysis, Data tracking

Math ILT and Literacy ILT will agree on summative assessments that will be used to gain baseline data on student performance in reading and math.	MTSS Team, ILT, Math ILT	May 23, 2016 to Jun 21, 2016	Agreement on assessments	Not started

Action step	Responsible	Timeframe	Evidence for status	Status
Hold a parent meeting that will provide an overview of the MTSS process and how they can support their child at home.	MTSS Team	Sep 6, 2016 to Sep 25, 2016	Parent Attendance	Not started
Teachers will be informed on how the summative assessments will be used and begin implementing them	MTSS Team	May 23, 2016 to Jun 21, 2016	Results of summative assessments	Behind
MTSS team will participate in a professional book club to deepen their knowledge on MTSS to provide professional development to the staff.	MTSS Team	May 23, 2016 to Aug 15, 2016	Purchase of book and staff P.D.	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
If we develop and implement a holistic social emotional program that targets diversity awareness and acceptance that includes parents, staff, and student education.	upstanding behavior in parents, staff, and students increased teacher effectiveness when addressing diversity issues diversity acceptance throughout the school community fewer number of incidences related to verbal infractions around diversity	increased rating in school generated surveys diversity acceptance, and a decrease in disciplinary infractions that involve diversity profiling.

Tags:
Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create and execute a survey for parents, teachers, and students.Administer a series of surveys at beginning, middle, and end of the year to measure social/emotional diversity acceptance over the course of two years	SEL Team, Leadership Team, Staff	May 3, 2016 to Jun 21, 2016	Data Analysis of Survey differences from base line to end of 2nd year survey information collected.	Not started

SEL, Leadership, Diversity

Analyze survey data and reflect on data to determine next steps and needs	SEL Team, Leadership Team, ILT	Jun 14, 2016 to Jun 22, 2018	Data Analysis Report	Not started

Climate and Culture, Data analysis, Collaboration

Create goals for Staff education Create goals for parent education Create goals for student education	SEL TEAM, Leadership Team, CIWP TEAM Student Council, Parents, and Community REPS	May 5, 2016 to Jun 16, 2016	Set of goals created for each group	Not started

Parental involvement, Cooperative learning, Goalsetting,

Student ownership

Develop Year 1 calendar as part of strategy 3	SEL TEAM, PARENT and COMMUNITY REPS	Jul 12, 2016 to Aug 16, 2016	Outlined Calendar	Not started

Professional Learning, Developmental designs, Collaboration

Plan staff education sessions for monthly grade level/ admin meetings for Flex P.D. throughout the year	SEL, Leadership, ILT	Aug 2, 2016 to Aug 30, 2016	Review of sessions developed	Not started

Professional Learning, Climate and Culture, Collaboration

Implement sessions as planned on the calendar	SEL and Admin Team	Sep 20, 2016 to Sep 1, 2017	Review of staff feedback on P.D. sessions	Not started

Professional Learning, Teacher Teams/Collaboration

Locate and schedule speakers to kick off student diversity awareness assembly	SEL TEAM	May 2, 2016 to Jun 20, 2016	Assembly	On-Track

Data analysis

Plan for staff education Plan for parent education sessions to introduce goals. Plan for student education sessions to introduce goals	SEL TEAM, Leadership Team, Parent and Community Reps, Student Council Officers	May 2, 2016 to Aug 22, 2016	Completed Plans	Not started

Diversity

Examine various existing diversity awareness and leadership programs available	SEL Team along with Parent and Community Reps	Jul 8, 2016 to Aug 31, 2016	Completed program reviews.	Not started

Goalsetting, Parent engagement

Choose a program or develop the Goethe program for a year two roll-out	SEL Team, Parent and Community Reps	Jun 30, 2016 to Jul 15, 2016	Program Survey Analysis	Not started

Data analysis, Collaboration

Continue to develop and expand the mentor program for year one based on the end of year feedback form used by the existing mentors and mentees	SEL Team, Mentors, Mentees	Jun 17, 2016 to Jul 15, 2016	New additions added to the existing program based on the Exit input reviewed from existing mentors	Not started

Shared leadership

(Blank)	(Blank)	select	(Blank)	Behind

Teacher Teams/Collaboration, Leadership

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

Mentorship, Collaboration

Strategy 3

If we do...	...then we see...	...which leads to...
Teachers will increase capacity to deliver curriculum and tasks that are strategically balanced according to the Depth of Knowledge (DOK) framework.	Students' cognitive levels of engagement will grow. We will see students more engaged in differentiated tasks. We will see students invested in deeper levels of thinking and meaningful and relevant problem-solving.	Improved performance on authentic classroom assessments and standardized benchmark tests.

Tags:
Professional Learning, Curriculum, Differentatied instruction, Rigorous tasks, Depth of knowledge, Culture of learning, Balanced grading and assessment

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
ILT will study and gain a better understanding of DOK and potential frameworks for increasing the level of cognitive engagement in the classroom, including Understanding By Design (UBD)	Leadership Team CIWP Team	May 3, 2016 to Jun 20, 2016	Team completes study of multiple frameworks	Not started

Dok and ubd

| Identify the Goethe Model (research-based approach, strategy, text) for implementing DOK-based professional learning | Leadership Team CIWP Team | Jun 28, 2016 to Jul 25, 2016 | Completed model | Not started |

Cognitive demand, Depth of knowledge, Developmental designs

| Create a professional learning calendar with learning rooted in weekly administrator-led grade level meetings | Leadership Team CIWP Team | Aug 8, 2016 to Aug 22, 2016 | Completed calendar | Not started |

Cycles of professional learning

| Prepare the cycle of learning expectations and protocols (implementation of teacher learning, safe learning walk protocols, reteaching based upon findings) | Leadership Team and CIWP Team | Aug 8, 2016 to Aug 22, 2016 | First Cycle of learning completed | Not started |

Professional Learning, Cycles of learning, Collaboration

| Teachers implement strategies and tasks in classroom based upon professional learning rooted in increasing DOK levels. Teachers are supported by safe practice learning walks, with protocols that will support teacher learning based upon findings. | ILT | Aug 22, 2016 to Aug 26, 2016 | Completed staff professional development for the first teacher sessions of the new school year | Not started |

Professional Learning, Teacher Teams/Collaboration, Cycles of professional learning, Professional development, Cooperative learning

| Implement learning walk and/or student work protocols to measure the impact of professional learning on student outcomes. Focus on level of student cognitive engagement in the classroom and evidence of higher order thinking in student work | ILT, Staff | Aug 31, 2016 to Sep 2, 2016 | The completion of the P.D. with teacher understanding of the first cycle of learning. | Behind |

Professional Learning, Cycles of professional learning, Teacher-teacher trust & support

| Iterate future professional learning based upon findings | (Blank) | select | (Blank) | Behind |

Professional Learning, Reflection

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Introduce the MTSS Review Board Team and Develop Professional learning sessions that include reviews of: The MTSS Handbook MTSS Philosophy--with explanation the step by step MTSS process for each tier Behavior Disorder vs. Misconduct Low level functioning vs. Disability Develop and administer a survey to assess staff understanding of MTSS after professional learning sessions on these topics Tags: MTSS, SEL, Cycles of professional learning, Differentiatied instruction, Academic supports, Professional Learning, Assessment design, Instructional planning, Protocols, Ib learner profile	MTSS Team	May 3, 2016	Jun 21, 2016	On-Track
✚ Develop or adopt an existing data talk protocol that includes: Research data options Use of data Tags: MTSS, SEL, Cycles of professional learning, Differentiatied instruction, Academic supports, Data, Instructional planning, Protocols, Ib criteria	MTSS Team and full staff	May 17, 2016	Jun 21, 2016	Not started
✚ BOY Meeting/Session to identify at risk students with general education teachers Tags: MTSS, SEL, Cycles of professional learning, Differentiatied instruction, Academic supports, Assessment, Instructional Coaching, Ib learner profile	MTSS Team	Aug 31, 2016	Sep 2, 2016	Not started
✚ Create and implement a monthly schedule of data talks that include: Differentiation for students based on their curricular data Review, reflect, evaluate impact of monthly data talks Tags: MTSS, SEL, Cycles of professional learning, Differentiatied instruction, Academic supports, Cooperative learning, Data analysis, Discourse, Assessmnet	MTSS Team	Aug 2, 2016	Aug 23, 2016	Not started
✚ Introduce progress monitoring tool to staff with goals and expectations for consistent tracking Tags: MTSS, SEL, Cycles of professional learning, Differentiatied instruction, Academic supports, Progress moniorting	Leadership TEam MTSS Team Staff	Sep 1, 2016	Sep 1, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ MTSS team review, reflect, evaluate progress monitoring and MTSS protocols Tags: MTSS, SEL, Cycles of professional learning, Differentatied instruction, Academic supports, Assessment design, Data analysis, Data tracking	Leadership Team ILT MTSS	Sep 12, 2016	Jun 23, 2017	Not started
✚ Math ILT and Literacy ILT will agree on summative assessments that will be used to gain baseline data on student performance in reading and math. Tags: MTSS, SEL, Cycles of professional learning, Differentatied instruction, Academic supports	MTSS Team, ILT, Math ILT	May 23, 2016	Jun 21, 2016	Not started
✚ Hold a parent meeting that will provide an overview of the MTSS process and how they can support their child at home. Tags: MTSS, SEL, Cycles of professional learning, Differentatied instruction, Academic supports	MTSS Team	Sep 6, 2016	Sep 25, 2016	Not started
✚ Teachers will be informed on how the summative assessments will be used and begin implementing them Tags: MTSS, SEL, Cycles of professional learning, Differentatied instruction, Academic supports	MTSS Team	May 23, 2016	Jun 21, 2016	Behind
✚ MTSS team will participate in a professional book club to deepen their knowledge on MTSS to provide professional development to the staff. Tags: MTSS, SEL, Cycles of professional learning, Differentatied instruction, Academic supports	MTSS Team	May 23, 2016	Aug 15, 2016	Not started
✚ Create and execute a survey for parents, teachers, and students.Administer a series of surveys at beginning, middle, and end of the year to measure social/emotional diversity acceptance over the course of two years Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, SEL, Leadership, Diversity	SEL Team, Leadership Team, Staff	May 3, 2016	Jun 21, 2016	Not started
✚ Analyze survey data and reflect on data to determine next steps and needs Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Climate and Culture, Data analysis, Collaboration	SEL Team, Leadership Team, ILT	Jun 14, 2016	Jun 22, 2018	Not started
✚ Create goals for Staff education Create goals for parent education Create goals for student education Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Parental involvement, Cooperative learning, Goalsetting, Student ownership	SEL TEAM, Leadership Team, CIWP TEAM Student Council, Parents, and Community REPS	May 5, 2016	Jun 16, 2016	Not started
✚ Develop Year 1 calendar as part of strategy 3 Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Professional Learning, Developmental designs, Collaboration	SEL TEAM, PARENT and COMMUNITY REPS	Jul 12, 2016	Aug 16, 2016	Not started
✚ Plan staff education sessions for monthly grade level/ admin meetings for Flex P.D. throughout the year Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Professional Learning, Climate and Culture, Collaboration	SEL, Leadership, ILT	Aug 2, 2016	Aug 30, 2016	Not started
✚ Implement sessions as planned on the calendar Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Professional Learning, Teacher Teams/Collaboration	SEL and Admin Team	Sep 20, 2016	Sep 1, 2017	Not started
✚ Locate and schedule speakers to kick off student diversity awareness assembly Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Data analysis	SEL TEAM	May 2, 2016	Jun 20, 2016	On-Track
✚ Plan for staff education Plan for parent education sessions to introduce goals. Plan for student education sessions to introduce goals Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Diversity	SEL TEAM, Leadership Team, Parent and Community Reps, Student Council Officers	May 2, 2016	Aug 22, 2016	Not started
✚ Examine various existing diversity awareness and leadership programs available Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Goalsetting, Parent engagement	SEL Team along with Parent and Community Reps	Jul 8, 2016	Aug 31, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Choose a program or develop the Goethe program for a year two roll-out Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Data analysis, Collaboration	SEL Team, Parent and Community Reps	Jun 30, 2016	Jul 15, 2016	Not started
✚ Continue to develop and expand the mentor program for year one based on the end of year feedback form used by the existing mentors and mentees Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Shared leadership	SEL Team, Mentors, Mentees	Jun 17, 2016	Jul 15, 2016	Not started
✚ Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Teacher Teams/Collaboration, Leadership				Behind
✚ Tags: Diverse Learners, SEL, Family and Community Engagement, Parental involvement, Diversity, Mentorship, Collaboration				Behind
✚ ILT will study and gain a better understanding of DOK and potential frameworks for increasing the level of cognitive engagement in the classroom, including Understanding By Design (UBD) Tags: Professional Learning, Curriculum, Differentatied instruction, Rigorous tasks, Depth of knowledge, Culture of learning, Balanced grading and assessment, Dok and ubd	Leadership Team CIWP Team	May 3, 2016	Jun 20, 2016	Not started
✚ Identify the Goethe Model (research-based approach, strategy, text) for implementing DOK-based professional learning Tags: Professional Learning, Curriculum, Differentatied instruction, Rigorous tasks, Depth of knowledge, Culture of learning, Balanced grading and assessment, Cognitive demand, Depth of knowledge, Developmental designs	Leadership Team CIWP Team	Jun 28, 2016	Jul 25, 2016	Not started
✚ Create a professional learning calendar with learning rooted in weekly administrator-led grade level meetings Tags: Professional Learning, Curriculum, Differentatied instruction, Rigorous tasks, Depth of knowledge, Culture of learning, Balanced grading and assessment, Cycles of professional learning	Leadership Team CIWP Team	Aug 8, 2016	Aug 22, 2016	Not started
✚ Prepare the cycle of learning expectations and protocols (implementation of teacher learning, safe learning walk protocols, reteaching based upon findings) Tags: Professional Learning, Curriculum, Differentatied instruction, Rigorous tasks, Depth of knowledge, Culture of learning, Balanced grading and assessment, Professional Learning, Cycles of learning, Collaboration	Leadership Team and CIWP Team	Aug 8, 2016	Aug 22, 2016	Not started
✚ Teachers implement strategies and tasks in classroom based upon professional learning rooted in increasing DOK levels. Teachers are supported by safe practice learning walks, with protocols that will support teacher learning based upon findings. Tags: Professional Learning, Curriculum, Differentatied instruction, Rigorous tasks, Depth of knowledge, Culture of learning, Balanced grading and assessment, Professional Learning, Teacher Teams/Collaboration, Cycles of professional learning, Professional development, Cooperative learning	ILT	Aug 22, 2016	Aug 26, 2016	Not started
✚ Implement learning walk and/or student work protocols to measure the impact of professional learning on student outcomes. Focus on level of student cognitive engagement in the classroom and evidence of higher order thinking in student work Tags: Professional Learning, Curriculum, Differentatied instruction, Rigorous tasks, Depth of knowledge, Culture of learning, Balanced grading and assessment, Professional Learning, Cycles of professional learning, Teacher-teacher trust & support	ILT, Staff	Aug 31, 2016	Sep 2, 2016	Behind
✚ Iterate future professional learning based upon findings Tags: Professional Learning, Curriculum, Differentatied instruction, Rigorous tasks, Depth of knowledge, Culture of learning, Balanced grading and assessment, Professional Learning, Reflection				Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

> Parents meet at the beginning of each school year and are given the parent compact and a presentation from the administration going over the policies of NCLB and Title I school involvement plan. The administration does this in a full meeting where questions are asked, discussions are held, and the process is responsive to parents needs and wants.
> On September 16, 2016, at the formal Open House the state of the school is presented with opportunities for questions, discussion, and input.
> School Improvement planning is advertised and sessions offered to parent and community for participation.
> Parents email the principal with suggestions and attend a meeting.
> The SEF is given to parents with a session for discussion and review.
> Input is given and ideas for school improvement are made and discussed.
>
> This year a group of 12 parents attended and a 3 hour discussion went into framework discussions. Input of the parents was discussed with the staff. Parents are interested in the SEL program development and wish to be a part of the work planned for roll out of priorities and programming for diversity awareness. Parents will be invited to join the planning session with the SEL team.
> This upcoming year the BAC and PAC meetings will follow with information and discussion of school policy and parent involvement compact.

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

The Annual Principal's Meeting will take place September 16,2016 the third week of the school year in the a.m. in our all purpose meeting room.
The PAC Organizational Meeting will take place October 6, 2016.
It will be advertised through flyers, email, robo call and REMIND TEXT.
The meeting will provide all parents with the TITLE I requirments and parents compact. Parents will draft ideas for meeting topics and create their year long program desires.
They will have opportunity for discussion and voting for topics of parental interest.

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.

The school will outline the school curriculum through a power point presentation done in English and Spanish. In the power point the academic, social, emotional program will be outlined with assessment calendars when available from CPS. The program will give explanation to the forms of assessment used at Goethe and how they are administered. This will be accomplished through the power point and discussion.

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.

An Open Door Policy exists at the school. Parents have access to the principal and can offer suggestions.
The opporutnities for parental participation is offered through REMIND, Robo Calls, Weekly Bulletins, and a Suggestion Box. Ideas given will be presented to the PAC and BAC and from their planning will follow.
Emails, phone calls, and responses to parent ideas will be followed as given.

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.

Parent meetings, conferences and appointments will be used to present pertinent information to parents on a quarterly basis. Parents receive mid quarter progress reports with opportunities for meetings made by teacher or parent to share relevant information.
School wide State of the School meeting for all parents is shared at the beginning of the school year with assessment data in math and reading presented. Follow up class meetings are given when direct information is made available.

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.

When the highly qualifes letters are distributed all parents will receive this information. Follow up parent meetings if requested are given through appointments made through the office.

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.

An information meeting where all assessment procedures and explanations is planned that is done in both English and Spanish. This meeting outlines all assessments take with descriptions of the nature and types of the assessments and information for data interpretation.

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.

Tech night is planned for all parents to learn the soft ware programs in use at the school. The programs will be showcased, with short models of use and purpose. Chrome Book access will be made available for all parents to try the programs, ask questions, and be given opportunities to get help in how best to support their children using theses program.

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.

We have the parent mentor program where parents involved receive training and supports and learn to support the teacher in the classrooms.
The BAC AND PAC monthly meetings address parenting, how to support children with homework, safety, health, and wellness. The guest speakers have addressed nutrition, violence, the internet safety, parenting, and issues relative to the funding of schools. Each year, parents decide on the topics of educational interest and bring in consultants to address their meetings.

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.

The parent mentor program is a program that brings in parents who receive training and weekly supports that address their effect support in classrooms. Parents learn to be teaching assistants and serve the children in need in each classroom.
Abrienda Puerta is a program to bring Latina women together and discuss topics of family, academic supports, and ways to build relationships with their children and participate in the educational programs at the school.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform

formats, including language. Please describe how this will be accomplished.

> All communications are down in both English and Spanish.
> Remind 101 texts are set up for parents to receive regular program reminders.
> Robo calls are made with all school messages
> A Weekly Parent Bulletin is sent to all families in English and Spanish
> Paper bulletins, letters, flyers are sent home in English and Spanish advertising all school business and news
> LSC meetings are posted for all to join
> Friends of Goethe meetings are posted for all parents to join
> Monthly BAC AND PAC meetings are posted for all parents to join.
> The principal has an Open Door Policy and welcomes parents and families for visits and conferences when in need.

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)

> All boxes have been checked. N/A

Parent Compact   Complete

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

> AT Goethe, we are Bucket Fillers, that aim high, collaborate, and persevere to achieve our educational and life goals.

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

> Parent teacher conferences are held twice a year in November and in April. Teachers send home schedules for meeting times with dates and time offerings for parents to choose. These are one-on-one meetings where the students progress, strengths, and areas of growth are discussed. All information about the school are shared at these conferences. Teachers have documentation to share, along with report cards, assessment data, attendance, work and study habits and accomplishments.
> Once a year at the beginning of the year, we hold a Back To School Night. A formal address is given to all parents by grade cycle in the gym where the State of Goethe is shared and outlines our strengths, programs, and goals.
> These whole cycle presentations are followed by separate class presentations where the curriculum is outlined for the year along with grading procedures, work and study expectations, field trips, and fee collections are presented.

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

> Quaterly report cards are distributed in both English and Spanish to all parents prek to 8 throughout the year. The reports are given in November, January, April, and June.
> Mid quater reports are given at the five week mark of each ten week cycle. These grade reports give a measure of progress for students.
> In addition, all parents have access to the grade portal and can monitor their child's daily progress as teachers enter grades.

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

> All staff are available to meet with parents upon request. Teachers share remind texts with parents, they also call and email. Many teachers send weekly bulletins home stating the events of the week from their classes. Some email, others make hard copies, and post information on the school website. There are teachers that have their own web pages and share all information with parents via this channel as well.

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.

> The parent mentor program is a program where parents are in the rooms from 8:00 to 10:00 four days a week.
> In addition, teachers invite parents in for celebrations such as publishing parties, science activities, mystery reading, volunteers on a regular basis for assistance, field trip supervision, and observations upon request.
> Parents are welcome to the school. It is requested they make appointments or schedule visits with the teacher to assist, volunteer, or meet.

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

We ask all parents to be on grade portal with regularity. In addition, we ask parents to monitor attendance and homework completion.
Teachers, call and text parents to keep active communication. When things are problematic, the teacher reaches out for conferences and includes the administration when necessary.
In addition, the principal reaches out to families to communicate and come in for conferences to work together to support a child's success and well-being.

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 consult with the school all of the time.
Parents email or call regarding special events, how they can support the school with special events. Parents come together to support fund raising, book fairs, trips, school wide literacy or science nights. Parents volunteer to help in the lunch room and at recess. Parents volunteer with support at our annual multicultural festival where they help with the sound system, make clothing for the events, help set up chairs. Parents volunteer for the Kiss N' Go drop off traffic system.
Parents call when they have questions or make donations of materials. Parent consult when questions arise around curriculum.

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).

WE celebrate room attendance and grades each quarter as it is posted next to the main office.
We hold assemblies for perfect attendance and honor roll. All students with A's in Reading and Math receive coupons for ice cream cones at our neighborhood ice cream shop.
WE shout out student achievements daily for books read, math score topics mastered, achievements made. Bucket Filling gestures noted. We shout our perseverance for achieving goals.
We are celebrated good deeds accomplished for the good of the community.

Parent Budget   Complete

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

We will continue with our parent mentor program and employ more parental involvement bringing parents into the school to assist students and teachers in the classroom.
We will host a calendar that outlines all the assessment measures used in the school and what they mean and how parents can support student achievement.
The Goal is to fund the Parent Mentor Program so the parents are trained and help in the classrooms tutoring students.
The goal is to have a small base of funds that will supply parents with refreshments at weekly meetings.

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 17	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 100	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 3484	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 0	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 0	.00

| 54565 | **Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ | Amount | .00 |

| 53510 | **Postage** Must be used for parent involvement programs only. | $ | Amount | .00 |

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

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