



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/20/2016	ILT and PPLC members	Organizational Meeting
02/03/2016	ILT	SEF analysis
02/17/2016	ILT	SEF analysis
02/19/2016	PPLC	Intro to Goal Writing
03/02/2016	ILT and PPLC	Intro to Strategy Writing
03/16/2016	ILT and PPLC	Strategy Writing
03/30/2016	ILT and PPLC	Strategy Writing
04/11/2016	Principal and AP CIWP Training	Best Practice on Strategy Writing
04/13/2016	Admin and Curriculum Coaches	Review of Best Practice
04/14/2016	Admin and Curriculum Coaches	Strategy Alignment
04/27/2016	ILT and PPLC	Strategy Alignment
05/11/2016	ILT and PPLC	CIWP Rubric
05/17/2016	LSC	CIWP Presentation and Review

School Excellence Framework

Leadership & Collective Responsibility:

Score

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

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Clear goals for student achievement are an integral part of teacher meetings, admin meetings, and professional development. Learning goals are developed and monitored during grade level meetings, ILT, PPLC and PPC meetings. The administration surveys the teachers and is clear about priorities. At the end of the prior school year, teachers reflected on successes and areas of improvement. Student social-emotional development was identified as a target area. At the start of the year, PD was designed to support the development of the Gray Grad at Graduation, with each teacher identifying what each student would look like. Teachers contribute to staff professional development by sharing best practices with all. Network 1 also provides PD opportunities in reading and math to support our staff. The school Climate Team created a PBIS and all staff was trained in 2nd Step and Champs. To involve parents in this collective responsibility, the bilingual advisory committee has created a year long schedule of parent education seminars on curriculum, social emotional resources, and student transition awareness. Our website, twitter, mailings, email and robocalls keep our parents informed. 10 week pulse point surveys are conducted on areas of weakness identified in the 5 Essentials to progress monitor school initiatives.

In terms of curriculum, the ILT started the year with the creation of a PD plan and Action Plan. The Action Plan identified CIWP goals, strategies, actions, resources and measures to help progress monitor throughout the school year. School improvement was limited to MPIs and differentiation for our DL and EL populations, SEL, a new math curriculum aligned to CC, thematic units with cultural relevance, and a new upper grade science curriculum. In addition, our counselor was freed from case management to focus on MTSS. A case manager was created to monitor IEPs and DL progress. 2 curriculum coaches meet weekly with teams to monitor unit planning on UBD, differentiation in class and on assessments, WIDA standards and MPI implementation for our EL students, and data analysis in progress monitoring. Administration meets with all teams and is an active participant in planning and implementation.

Stronger horizontal and vertical teams, content and grade-level, is an area of need. We need cross-curricular interaction to achieve unified vision for expected outcomes for each grade-level. NWEA data reflection and goal setting is being conducted in all grade levels, including sharing how MAP data is being used in the classroom, goals for spring, and strategies to meet those goals. Each grade also created Action Plans and collaborate on all units.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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Collaborative practices and collective responsibility received Most Implementation on the 5E. The ILT meets 2/month and developed the school Action Plan (which included goal setting, strategy development resource alignment, and measures of change), PD plan, NWEA and SQRP data analysis, and CIWP development. It is inclusive of all grades and subjects. The team discusses what is and isn't working while searching for root causes. This cycle of learning includes the PPLC which makes recommendations on curriculum goals for the next school year.

A result of the ILT study indicates that stronger vertical teams are necessary for cross-curricular interaction to achieve unified vision for expected outcomes for each grade-level.

The administrative team solicited information through surveys to collect data on improvement goals to satisfy the needs of all stakeholders.

The Climate Team recognizes student behavior through use of reward system featuring "hoof" tickets by all faculty, administration, and support staff regardless of grade level or classroom assignment.

Regular school-wide data reviews occur during principal-directed sessions whenever school-wide data becomes available (NWEA, 5-Essentials, ST Math, TTM, Front Row, and Khan Academy)

The upper grade Math Lab collaborates daily for sharing student data to improve and maximize TTO programming, resulting in some of the highest growth of DL students in the network and 86% of students exceeding nationally.

The ILT Effectiveness Rubric was not complete at the BOY, but has been completed for MOY and will be compared to EOY.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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:

Score

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

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The ILT created an Action Plan to begin our cycle of inquiry to progress monitor our CIWP. This plan included goal monitoring via strategy assessment, resource allocation, and measures of change. In addition, NWEA and SQRP data was studied for root cause analysis. On the 5E, quality professional development received a fairly high score, but teachers indicate a desire to have more opportunities to work productively with each other and from other schools.

We also attempted to create collaborative peer learning opportunities by pairing "experts" with others for safe practice and set up schedules for colleague classroom visits such as Daniel Weber for Socratic Seminar and Nick Meiers for classroom management (CHAMPS). Grade level teams present regularly at staff meetings on UBD progress, Champs Best Practices, and MTSS for differentiation best practice.

Curriculum Coaches assist teams with UBD unit planning, differentiation including WIDA and MPI implementation, math PD, RIT band analysis, and the incorporation of CC, NGSS, and C3. These coaches allow teachers to meet and discuss strategies, implementation, and evaluation and share best practices acquired through experience. In addition, they encouraged professional inquiry during teacher teams including the following:

Facing History and Ourselves - Free PD provided by the organization
 Introduction to Facing History 8/15 - 4 teachers 5th & 6th grade teachers
 Teaching to Kill a Mockingbird 10/15 - 4 8th grade teachers 1 administrator
 Choosing to Participate 1/16 - 3 5th grade teachers
 Community and Identity 2/5/16 - whole school
 Network 1 Champs OSEL Training 9/15
 Reading Framework monthly PD

Teach to One (TTO) Math Program utilizes experience, research, and collaboration to implement improved instructional delivery. Regular strategy meetings occur with our curriculum coach from TTO to find ways to streamline the Task and Small Group Collaboration modalities.

Our admin team, case manager, counselor have attended PD on restorative conversations, alternatives to suspension, CBITS, SS Grin, Zoo U, etc. to further enhance our social-emotional toolkit.

Framework fusion is a monthly in-service PD provided by Shari Masters to support the REACH achievements.

In order to facilitate communication among faculty, all parties must have training in delivery media such as google doc, google classroom, facebook, padlet, etc.

A future goal is to create a mentorship program for new teachers in which they can have regular meetings to support and share common experiences and best practices with an experienced staff member.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

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Our wealth exists within our teaching staff. We have hired additional staff that is bilingual or ESL endorsed. Minimal resources this year have made the school climate much more dependent on free resources and grants (Teach to One vs. TTM, Gigi, Thinkerca, Facing History and Ourselves resources), as well as the sharing of materials and supplies. Grade levels K-5 are using EngageNY materials as we continue to align to TTO math in grades 6-8. PBIS is a science program for grades 6-8 funded by a grant and shared among 2 other local elementary schools. Budget requests are being collected by Budget Team Leaders by April 15 for use in 2016-17 planning.

All grade level teachers meet weekly to design common assessments, review benchmarks, and provide accommodations and modifications for all students. We administer Quarterly Benchmark Assessments, REACH tasks, DIBELS, NWEA and formative and summative assessments based on rubrics.

Our curriculum coaches have used time strategically to organize novel sets and other teacher resources more centrally. Grade level teams also pool resources to share materials and supplies, extending use.

The purchase of Verify Financial will help organize fees and encourage higher parent involvement in contributing financially.

Our tech coordinator and computer science teacher organize all technological resources to maximize utilization, ensuring all classrooms are provided a minimum amount of technology. Grants have helped fund an additional laptop class set.

Teachers contribute their time and expertise in helping via classroom visits and on interview teams. Flexible special education staffing has allowed for responsive attention to our DL students.

We have added a Reading Interventionist to support K-3 at risk students, winning a grant for Headsprout and RAZ Kids.

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Weekly team meetings, led by curriculum coaches, allow for focus on aligning to common core including: social st. standards, NGSS, thematic units with cultural relevance, and MPIs for differentiation for both EL and DL, The MTSS plan works to provide rigorous material and assessment at all levels, working on aligning along all grades, and the use of formative and summative data to drive instruction both by team and individual teacher. UBD model allows for essential understandings and enduring questions, as well as thoughtfully scaffolding strategies. EngageNY and TTO allows for greater depth and differentiation. Our Group 9 students are targeted for success at a higher level of rigor. Computer classes and new upper grade science curriculum allows for more real-life applications. We have expanded our music and art curriculum and the partnership with Northlight Theater will continue to enhance the arts program.

Our bilingual compliance report rated Gray as Established. Recommendations include seeking additional professional development opportunities for teachers to learn more about WIDA standards and Can Do descriptors as well as implement language and content objectives into planning documents. In addition, we will identify exemplary teacher who can run a PLC/focus group in the building for other staff members needing support. In addition, our goal for next year is to use a learning walk for teachers to visit classrooms who are successfully implementing WIDA standards in their teaching practice. Gray will establish a system to routinely monitor students whose parents have exited their child from the program. Communication between teacher and with case manager will ensure that linguistic and cultural needs are identified and explained in section 7 of IEP. During IEP team meetings, teams will determine which program model is appropriate and justify the decision in section 7 as well. We continue to include ACCESS scores as data to support decision.

The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

In terms of rigorous curriculum, EngageNY and Teach to One are both Common Core-aligned math curricula. EngageNY is in place in grades K-5. Previously, we had been using Everyday Math (3rd ed.) which was not Common Core-aligned curriculum. EngageNY allows for greater depth in covering the mathematical concepts, and demonstrates the shift from spiraling curriculum to in-depth coverage of the Common Core Math standards. Teachers have received some professional development on the EngageNY curriculum, but are now receiving support from Math Lab teachers to help unpack the common core standards and also from the Ericson Institute PD from the network. Professional development was provided at the beginning of the year, but needs to be continued and improved upon. Teach to One is unique in that it is a Common Core curriculum, but has daily opportunities for differentiation. Students complete a daily assessment, in the form of an exit ticket, and are placed in leveled groups for the following day. Group 9 is our accelerated class which is targeted for success at higher level of rigor. We have also introduced a new upper grade science curriculum which is focused on Project-Based Inquiry Science, and are involved in a Professional Learning Community with two other area schools. At the beginning of the year the upper grade science teachers received a two-day pd to introduce and train the teachers on the new Next Generation-aligned curriculum. They are learning how to unpack and analyze the Next Generation standards with their Learning Community. This rigorous curriculum allows for more real-life applications than our former science curriculum.

In terms of support for ELs, our units include MPIs and differentiated activities (RIT band activities based on NWEA and TRC/DIBELS). Grade levels teachers delve into the learning continuum to see their students MAP RIT Band scores for each subcategory. Then teachers create differentiated activities for students to work on those skills during learning centers. Teachers create assessments for these RIT Band skills and track students' growth to see if students are making progress. Texts are purchased for native speakers. Our science program is made available to students in their native language as needed. They also receive support via google translator and Safari Montage. Our TTO lab has ESL certified and endorsed teachers, as well as bi- and multilingual teachers. Our coordinator progress monitors all students quarterly and helps teachers improve practice via research based concepts.

We have focused on Integrating SEL units into daily curriculum via Second Step units such as :K- School community building (unit 1),
1- Immigrants Experience, 2- Be "You" Nique, 3- Social Activists Come in All Sizes, etc.

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Standards based materials, in both English and Spanish, are aligned to support units and differentiation. Teams create units with cultural relevance. We have begun to recently purchase materials that are CC aligned. Teachers have access to well-stocked classroom libraries and on-line resources such as ST Math, ThinkCerca, Brain Pop, TTM, and Teach to One.

iPads are a key instructional tool to provide equity and access for our ELs and DLs. We also have technological resources such as smartboards, document cameras, computers, and think pads. In Kdg - 4th grade, students use ability leveled learning apps such as ST Math, Starfall, BrainPop, ABC Mouse, Learning A-Z and assorted foundational skills development apps. In 5 - 8 grade language arts teachers use iPads for ThinkCERCA, a challenging argumentative reading and writing program that provides leveled options for groups of students. However, many iPads are no longer in working order and make it difficult to implement many programs. In grades 6-8 chromebooks are used as the main instructional tool for delivery of the differentiated TTO math curriculum. 6-8 grade science teachers use iPads to supplement the Project Based Inquiry Science curriculum. Engage New York math curriculum is printed and organized in binders for teachers at the beginning of the school year. Each grade level team received CCSS aligned math manipulatives for their modules. Novel sets and books selected for units K-8 are aligned to content based units. Facing History and Ourselves units and instructional materials are used in grades 6-8.

We continue our partnership with Jane Fleming and the Erikson Institute for both math and literacy professional development.

Grade level teams will have Budget Team Leaders who will communicate between team and administration re: budget allocations for next year.

Guide for Instructional Materials

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

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
 - Are selected and adapted based on learning objectives and learner needs.

- Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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

Rigor is a clear goal of the school. It is found in the depths of an assignment or level of questioning. A by-product of rigor is that all students are producers of information and not just consumers. Student learning tasks leading to summative assessments are developed using common core state standards and the NWEA learning continuum in language arts and math. Common assessments are created cooperatively for the entire grade level- all students within the grade level are held at the same level of high expectations with accommodations given to diverse learners so they have access to the same level content K -8. However, 13% of teachers scored Basic in 3B, Questioning and Discussion Techniques, which has become a focus for PD in after-school Framework Fusion sessions. Improving rigor will be a goal for next year. However, it is not evident that student work is being examined at team meetings in the depth needed.

ENY curriculum includes regular practice with multi step problems where students can engage in rigorous problem solving. Teachers preview the ENY modules to see what tasks the students will be asked to do. Upper grade math teachers are helping primary grade math teachers in understanding the pace of the curriculum. Teams meet to share and collectively grade student work (REACH TASK)

Language arts and social studies units are integrated, challenging students to apply literacy strategies into the content area while using academic vocabulary and social studies skills. Language Arts assessments include performance tasks such as higher order thinking skills, analyzing, analysis, evaluate, critique and create. Lucy Calkins Writing curriculum is used in upper grade LA as well as a specials class focused on encouraging students' reflection, peer review, critiquing, etc.

In Social Studies, we are moving toward C3 integration for College, Career, and Civic readiness in social sciences.

The PBIS curriculum includes argument writing throughout the units requiring students to support claims with scientific evidence. Our Group 9 students are placed in an advanced academic program in 8th grade. This program promotes rigorous education in preparation for high school.

There is a student written newspaper with articles for the larger school community. Articles are written, critiqued and revised before final publication. A student yearbook is also in active production. Students create authentic original artwork for Fine Arts Night. 6th grade students performed a play for an audience and parents. A school choir also highlights our students accomplishment in music.

High quality student work related to content learning displayed regularly on bulletin boards in hallways.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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:

Score

1 2 3 4

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

Our counselor has been freed from case management to focus on student transitions and social emotional development. Our pre-k program focused on early intervention while our summer instruction program helps at-risk students receive support. The K children are placement tested for determination of bilingual or regular education programs.

Our counselor helps with the high school transition for both students and parents with high school visits, computer lab support during the application process, and workshops on the selective enrollment process, 8th Grade Success Contract, Naviance, and healthy parenting skills. Our focus has been on success at the high school level, but we would like to expand into college success strategies. Upper grade students complete an interest survey to begin their exploration of post-secondary careers. In addition, she offers support programs such as Check In/out, SS Grin, Restorative Conversations, CBITS, etc.

MTSS discussions are held with admin and counselor to review initial data collection and problem-solving.steps.

Outside agencies such as Rehab Institute of Chicago visit with out students and share developments in science and technology. Community partnerships is still an area we would like to grow.

The entire staff was trained in Second Step and CHAMPS to foster healthier classroom climates and cultures. 2 Second Step coordinators share weekly mini-units with homeroom teachers. 3 CHAMPS teachers provide support to other teachers on classroom management skills on a voluntary basis.

Our climate team created a PBIS program to help with attendance and discipline through a proactive positive support system in lieu of reactively addressing negative behaviors. Our attendance clerks use a variety of incentives including hoof tickets, homeroom celebrations, honor ribbons, etc. to reward positive attendance records.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

In RLS, teacher evaluations indicate 82% are proficient in Domain 1. 86% are proficient in 1A Knowledge of content and 91% are proficient in 1C Selecting Objectives 78% proficient and 14% distinguished in 1D Coherent Instruction. However, 66% are proficient in knowledgeable about students. This indicates a need to help teachers to further identify special needs and develop appropriate accommodations. Overall, instruction is geared to teach students to be self-directed, motivated learners, but some students struggle with intrinsic motivation. CHAMPS is a tool teachers are utilizing to build that skill.

Led by curriculum coaches, PD was delivered on Stage 1 of UbD. All units are currently following this theory of planning. However, PD has not focused on Stage 2 or 3 as of yet. Teachers across grade levels focus on fluid ability groups, cross curricular instruction, evidence-based explanation, daily DBQ (Document Based Question) and HOTS (higher order thinking skills). ENY PD helped provide teachers opportunities to probe student thinking as well as extend their thinking. Teach to One PD and coaching provides support on student differentiation and ability level grouping. 74% of students with IEPs met math growth, but in 3rd grade, our DL students did not. Therefore, our grade level teams are focusing on differentiation and scaffolding, with PD from the Erikson Institute for support. Math scope and sequence has been mapped so that all skill sets are being covered. PBIS, a project based inquiry science program, was incorporated with Thorpe and Prussing schools to provide a 3 dimensional curriculum based on NGSS. Curriculum coaches provided PD on WIDA and MPIs and worked with grade level teams weekly to incorporate these concepts to better differentiate instruction for our ELs which are 85% of population.

Winter scores were analyzed and compared to Spring and Fall. Grade 5 was targeted for need in operations and algebraic thinking and grades 6-8 for stats and probability. Grades 3-8 were targeted to improve in vocabulary. Overall, our students are exceeding growth targets in math, but higher attainment is needed. Reading attainment is down slightly from last year, with high growth. Therefore, teachers are focusing on differentiation strategies, cohesive unit planning, aligning assessment to CC, and the inclusion of WIDA standards.

3 new special education teachers were appointed mid-year. All teacher programs were examined to determine how effectively student needs were being met. New programs were created to add support in upper grade science and math. Additional staff were used as resource in the primary grades. All SECAs and Aides were reviewed and placed more appropriately to meet student needs.

Teachers use cooperative learning, guided reading groups, flexible grouping, differentiated activities, and technology to address our students' academic needs. Literacy centers are leveled based on NWEA scores. Teachers use a combination of best practice strategies such as gradual release, differentiated activities, and cooperative learning groups. All literacy programs will continue best practices of last year, alignment to CC, use of novels but adding isolated skill instruction. K-1 will focus on foundational skills, read-aloud, story elements but still balance foundational skill development.

All teachers progress monitor via NWEA scores and brainstorm with teams on breaking down the RIT learning continuum ladders. MTSS allows for early intervention and document differentiation and scaffolding. Winter MAPS test data was analyzed on taught strands and compared to spring data to target areas of focus by grade level.

Framework PD once a month focused on Distinguished practices and building student ownership and engagement. Peer Mentoring has begun in earnest, with 3 teachers volunteering their time and expertise in areas of classroom management, discipline, and station learning. The Knowledge Center is referenced often at team meetings for further help.

Guide for Instruction

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

- Intervene in a timely and effective way to help students who are struggling.
- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP 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

Our counselor has been freed from case management duties to focus her attention on MTSS, social emotional development, and student transitions to high school. T1 supports, practiced by all staff, allow for progress monitoring to intervene early and allow for enrichment and to measure success of the interventions. This general education initiative allows regular ed teachers to monitor students to determine which students may need T2 interventions This includes SS Grin, Checkin/out, Zoo U, and our MTSS intervention system which includes data collection and problem identification. TIER 2 students progress to TIER 3 when necessary. Student data is presented to the MTSS team after all other interventions have been exhausted. Our counselor and staff review targeted students with each teacher, review data, and create a support plan with progress monitoring.

Other school wide incentives created by the Gray Climate team include a reward system for healthy attendance including celebratory attendance bulletin boards and monthly attendance rewards such as out of dress code passes, hoof ticket rewards, a streamlined discipline referral system, and 8th grade success contract. ELs and DLs transitions are progress-monitored. MTSS tracks truant at-risk students with home visits and referrals to SASS and Lutheran Social Services.

Special education funding buckets will be created for RSPs, teachers, and case manager to conduct testing and staffing for the newly identified at-risk students in March, April, May.

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	1.a. Demonstrating knowledge of content and pedagogy
	1.b. Demonstrating Knowledge of Students
	1.d. Designing Coherent Instruction
	2.d. Managing Student Behavior
	3.d. Using Assessment in Instruction
	3.e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	4.b. Maintaining Accurate Records
	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

Teachers create common assessments at grade level based on Common Core Standards. These formative and summative assessments build on the performance tasks which were created by teachers using the Understanding By Design (UbD). Common rubrics are created for grade level assessments. Data is gathered from these common assessment in order to revise and refine instruction. In RLS, 89% of teachers scored proficient in 1E, Designing Assessment, with 11% scoring basic. There has been increased attention to aligned assessments across the grade level and aligning to standards.

MPIs in unit plans assure assessments are accessible to all students.

Accommodations and modifications are drafted from special education teachers collaborating with fellow teacher grade level teams for instruction in separate classes. Differentiation is a key component in the UBD and reviewed at team meetings and in pre-conferences.

In deciding to implement EngageNY and PBIS Science, our math and science program is more rigorously aligned to common core and NGSS. TTO, upper grade math, derives daily instruction by the prior day's exit assessment, to create daily flexible grouping.

Grade level teams review standardized test results, create common assessments (both formative and summative), and monitor assessments for proper differentiation. Teams periodically review student work and collaborate on common rubrics. Grade level teams also review MAP assessments and RIT scores to create flexible grouping in classes. In addition, consistent weighing of grades exists across each grade level.

Students receive grades for all courses, including specials such as writing, 2nd step, PE, and art/music/dance.

MTSS process allows for progress monitoring.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> 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

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

fundamental cause of student achievement, and are invested in student outcomes.

In RLS, 75% of teachers are proficient in Domain 2 and 22% are Distinguished. In addition, 68% scored proficient and 23% scored distinguished in 3A, Communicating with Students.

Student learning tasks leading to summative assessments are developed using common core state standards and the NWEA learning continuum in language arts and math. Common assessments are created cooperatively for the entire grade level- all students within the grade level are held at the same level of high expectations with accommodations given to diverse learners so they have access to the same level content

ENY curriculum includes regular practice with multi step problems where students can engage in rigorous problem solving. Teachers preview the ENY modules to see what tasks the students will be asked to do. As the teachers explore this new content, understanding the pace of the curriculum in the lower grades, helps to prepare for upper grades. Teams met once to share and collectively grade student work (REACH TASK)

Facing History and Ourselves has contributed to a much more culturally relevant curriculum for the upper grades. Language arts and social studies units are integrated; challenging students to apply literacy strategies into the content area while using academic vocabulary and social studies skills. This humanistic curriculum also greatly contributes to our commitment to SEL.

Language Arts assessments include performance tasks such as higher order thinking skills, analyzing, analysis, evaluate, critique and create.

We are moving toward C3 integration for College, Career, and Civic readiness in social sciences

The PBIS curriculum includes argument writing throughout the units requiring students to support claims with scientific evidence. Our numerous extracurricular activities allows for our students to further engage with learning in a fun, social environment. There is a student written newspaper with articles for the larger school community. Articles are written, critiqued and revised before final publication. Students create authentic original artwork for Fine Arts Night. 6th grade students performed a play for an audience and parents. High quality student work related to content learning displayed regularly on bulletin boards in hallways.

According to the 5E report, Gray is strong on ambitious instruction in which classes are challenging and engaging. In addition, our growth in reading was better than 71% of schools nationally and in math, 78% in math. However, our attainment is only 69% in reading. In math, our attainment is outstanding, at 85%.

We are still targeting out EL and DL groups with less than healthy scores with a focus on differentiation and MTSS, incorporation of WIDA standards and MPIs, and aligning assessment to CC and NWEA skills.

Our teachers are receiving PD on REACH on culture for learning and student ownership.

In addition, our PBIS program has been created to build more positive classroom cultures, engaging students to become owners in a healthy social and emotional environment. Students were presented with clear school expectations, a school-wide reward system, as well as a system of consequences. Champs and 2nd Step reinforce healthy social environments and emotional growth.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> 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 students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

The 5E showed average implementation for Teacher-Principal trust, down 15 points from the previous year. Teacher influence received a score of low implementation. A focus this year has been on improving relationships between principal and staff, building trust and cohesiveness. Awarding a contract to the interim principal, supported by staff, is the first step in solidifying relationships. Teachers feel fairly committed to the school, and also gave a neutral score to teacher-teacher trust. Engaging staff in school improvement and leadership capacities such as team budget lead, PPLC, ILT, etc. is a strategy to empower teachers. However, the report also shows that students and parents feel respected by teachers. This is typically a high score for our school as the teachers provide a healthy learning environment. Positive relationships exist between students and adults throughout the day including classrooms, hallways, and playground. Interactions are respectful and meaningful for a vast majority. Teachers foster academic as well as professionally personal relationships with students and their families.

Various teachers and staff serve as mentors to our students. There is a school wide belief in rewarding positive behavior than chasing negative behavior. After school programs allow for social enrichment and additional positive engagement between staff and students.

Our 10 week parent, student, teacher surveys indicate success with our PBIS program, anti-bullying campaign, and an increase in the safety and security, both physical and emotional, of our students. After school activities are diverse, ranging from sports to creative to SEL focused, to further build relationships between students and teachers. For example, Girls on the Run allows for SEL in the context of good health, both physical and emotional. IMSA focuses on science and technology skills, and a range of sports teams allows for team building and school spirit. Clear expectations, such as the 8th Grade Success Contract, help to focus students on achievement. Adherence to the Student Code of Conduct has been implemented.

Our mini -survey indicated that 86% of parents feel they understand what is important at the school and 81% feel the teachers are effective communicators. This is an improvement from the 5E. 90% of parents feel that SEL needs are being met. This is an improvement from last year. An area to improve on would be parent volunteers, with only 75% feel there are opportunities to be more part of the school.

Teachers surveyed indicated that there is a drop in student disrespect, down to 55% of respondents. 79% of teachers see an increase in students resolving their own conflicts with each other.

Our 10 week survey indicated that 80% of students feel a part of the school community, 95% feel that teachers treat them with respect, and 59% feel that students help each other. This is all an improvement from last year.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult

- and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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:

Score

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

1 2 3 4

10 week surveys allow for students to communicate on their opinions and ideas. In all categories surveyed including engagement, safety, and ability to solve conflict, at least 75% of students responded favorably. In RLS, 32% of teachers scored Distinguished and 57% proficient in 3C, Engaging Students.

Numerous active after school programs exist including: newspaper, yearbook, IMSA, choir, homework help, fall-winter-spring sports, Girls on the Run, yoga, Lawyers in the Classroom, etc. Student Council is very active especially with service projects, spirit week, and the creation of new school spirit wear.

Students start the day with announcements/pledge in the am.

Our 10 week survey indicated that 80% of students feel a part of the school community, 95% feel that teachers treat them with respect, and 59% feel that students help each other. This is all an improvement from last year.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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.

Score

1 2 3 4

PBIS 2nd Step, and Champs has helped to build emotional safety. Our recess company, Right At School, is included in PBIS and shares the same expectations as staff. Effective use of support staff is in place for supervision of students beyond the school day for both before and after school activities with tight schedules of times and assignments.

2 highly effective security officers have been hired who are also trained in Champs and restorative conversations. They are a strong visible presence and vigilant in securing the buildings. The CPS Student Code of Conduct is strictly enforced. Communication by walkie-talkie ensures rapid response. In addition, there is a shift from punitive to restorative practices including student-led mediation, entry circles, conflict resolution, check in/check out, teacher-student mentor, peer mentor, etc.

Safety protocol is reviewed at the start and middle of the school year, including a new emergency clipboard system. All FIMS requirements are met.

10 week surveys are issued to solicit feedback from stakeholders on points of interest. All stakeholders showed a improvement in feeling safe and secure in the school. The number of discipline referrals to the deans dropped from 95 Q1 to 38 Q2. There are infrequent major behavior issues.

At the beginning of the year, mini boot camps were held for all students on school-wide procedures for common areas- bathroom, hallway, lunchroom- to ensure common language and expectations. There is a reward system in place for students who meet school-wide expectations. When a classroom earns 30 Hoof Tickets, they are free to select a prize of their choice including extra recess, extra computer time, game time, dress down day, etc.

The lunchroom is staffed with any available school staff to ensure smooth transitions and safety. There is a floor by floor restroom schedule to ensure student safety.

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.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
Five Essentials	✓ My Voice, My School Survey “Safety” score
	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:

Score

1 2 3 4

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

Gray PBIS was developed by climate team after identifying a need from staff survey. The PBIS included school non-negotiables, Gray belief system, a streamlined discipline process, Hoof ticket reward system, boot camp on appropriate behaviors throughout the building, and an attendance reward system. We have included SS Grin, Checkin/out, PD on restorative practices and conversations, and alternatives to suspension. Restorative conversations are a first step in intervention with students given a chance to discuss behavior that needs improvement.

In addition, our counselor was relieved of case management duties to manage MTSS. All staff received training in 2nd Step and Champs When used consistently, behavior and climate is changed drastically. It reinforces positive behaviors and attitudes which enables students and teachers to focus on learning. At regular PD, our Champs experts present best practices and provide voluntary coaching for teachers in need of support. 2nd Step presents to parents throughout the school year and at parent-teacher conferences. Our staff has received training Zoo U, SS Grin, Check in/out, CBITS, and restorative practices and alternatives to suspension.

An organizational chart for AP assignments for discipline was issued to staff to clearly delineate responsibilities. We have expanded use of detention and ISS, resulting in fewer suspensions.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**

- Ensure classroom instruction continues when problem behavior occurs.
- Prefer responses that do not remove students from regular instructional setting or after school activities.
- Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	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 operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 **2** 3 4

Parent engagement has been consistently low in the last few years of 5E. Therefore, more attention has been devoted to involving our families including academic workshops to social engagements such as Fine Arts Night, Open House, and Spirit Week. NCLB funds are utilized to have teachers conduct parent curriculum nights. In addition, parent education workshops on how to discipline with love, sex education, drug use, and the parent portal are offered.

The Climate team conducts 10 week surveys for parents to communicate their thoughts and ideas. The survey also helps to monitor the success of various initiatives. New opportunities such as family nights at local restaurants raise funds but also increase family engagement.

Monthly newsletters in Spanish and English from both the teacher and principal, daily robocalls, school marquis, regularly updated website, twitter, email are used to communicate with parents. There are regular, monthly LSC meetings, BAC /PAC meetings, PPLC, and PPC meetings. A parent/student handbook and teacher handbook are distributed at the beginning of the school year. Our counselor hosts parent night for 6-8 grades on topics including the high school selection process, student transitions, and parent education.

Lutheran Social Services Of Illinois- LSSI has partnered with Gray to provide individual and family counseling to Gray students. The providers see students in the school as well as at their facility in the neighborhood.

Streamwood Behavioral Healthcare System- Streamwood offers free seminars to our staff on requested topics such as School Refusal, ADD/ADHD, Cutting-Self Mutilation, Autism and Trends in Adolescent Mental Health.

Starkey Hearing Foundation- The Starkey Foundation provides hearing aids to students who cannot afford them without assistance.

Constitutional Rights Foundation- Attorneys visit classrooms and review specific legal cases with students as well as the skills needed for careers in law.

Facing History and Ourselves National Foundation, Inc.- The teachers in grades 5-8 utilize this program where explicit rules and implicit norms protect each student's right to speak; differing perspectives can be heard and valued; where members take responsibility for themselves, each other, and the group as a whole; and where each student has a stake and a voice in collective decisions. This program helps to build safe and reflective classroom communities.

Girls on the Run- GOTR is a program that gives girls confidence and healthy habits. The Heart & Sole Curriculum helps girls develop life skills to guide them through adolescence and beyond. Each week the students take part in training activities that build endurance for a culminating 5k running event. This program is open to girls in grades 3 through 8.

3-C Institute for Social Development- Zoo U, an online screener has been used throughout the school year to determine identified student's social emotional strengths and weaknesses to determine where they need support. S.S. Grin is used in 10-week blocks for identified students who need support with social skills training. This is a Tier 2 intervention.

Alternatives- Alternatives provides ongoing support with Peace Circles and Restorative Practices

Children's Memorial Hospital DBA Ann and Robert H. Lurie Children's Hospital of Chicago- Provided initial training and will provide ongoing support for (CBITS)- Cognitive Behavioral Intervention for Trauma in Schools.

Metropolitan Family Services (3249 North Central) - Metropolitan is a local agency that Gray has referred students to for individual and family services. They have provided support to many of our students and are very helpful in providing suggestions in ways to help them when they are in school.

Umoja Student Development Corporation- The administrators and counselor attended workshops and received materials that are utilized here at Gray. The topics that were covered included, Restorative Justice and Alternatives to Suspension.

NorthLight Theater- Collaboration with the Art, Dance, and Music teachers to support our classroom work to enhance arts education and with Northlight Theatre.

IMSA - Illinois Math and Science Assoc. partners with our science teachers to offer after school science enrichment.

Irving Park YMCA and Kiddieland- These organizations collaborate with parents of the Gray Community to provide after school care for students in need of extended care for homework and recreational purposes.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.

- Share best practices around learning and development with parents to support students at home.
- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus	1	2	3	4	5	☐
2	Culture of & Structure for Continuous Improvement: Aligned Resources	☐	☐	☐	☐	☐	☐	☐
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	☐	☐	☐	☐	☐	☐	☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	☐	☐	☐	☐	☐	☐	☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	☐	☐	☐	☐	☐	☐	☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	☐	☐	☐	☐	☐	☐	☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	☐	☐	☐	☐	☐	☐	☐
2	Expectations for Quality & Character of School Life: Parent Partnership	☐	☐	☐	☐	☐	☐	☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	☐	☐	☐	☐	☐	☐	☐

3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	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: Rigorous Student Tasks	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: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

16 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Growth from 2014-2015 declined by 13 percentile points from 2013-2014. Upper grades performed better than the primary grades. PDP goal is for 60% growth target for 15-16 school year.	86.00	73.00	79.00	81.00
National School Growth Percentile - Math				
Growth from 2014-2015 improved by 29 percentile points from 2013-2014. After school tutoring, math software, and differentiated instruction all contributed. PDP goal is for 60% growth target for 15-16 school year.	50.00	79.00	81.00	83.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Goals are set based on historical trends.	56.00	(Blank)	58.00	60.00
African-American Growth Percentile - Reading				
not applicable	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Reading				
Goals have been determined based on historical trends.	89.00	71.00	74.00	76.00
English Learner Growth Percentile - Reading				
This was a new metric for the 2014-2015 year.	(Blank)	31.00	33.00	35.00
Diverse Learner Growth Percentile - Reading				
Goals were established based on historical trends.	31.00	25.00	28.00	30.00
African-American Growth Percentile - Math				

The African American student population is too small to record data.	(Blank)	(Blank)	(Blank)	(Blank)
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Hispanic Growth Percentile - Math

Goals based on historical trends.	47.00	78.00	80.00	82.00
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English Learner Growth Percentile - Math

Goals based on historical trends.	(Blank)	84.00	86.00	88.00
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Diverse Learner Growth Percentile - Math

Goals based on historical trends.	27.00	90.00	92.00	94.00
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National School Attainment Percentile - Reading (Grades 3-8)

Goals based on historical trends.	72.00	69.00	70.00	72.00
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National School Attainment Percentile - Math (Grades 3-8)

Goals based on historical trends.	81.00	85.00	85.00	87.00
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National School Attainment Percentile - Reading (Grade 2)

Grade 2 was at the 49th percentile for reading in 2014-2015. Possible factors: ELL students adjusting to testing, teacher stability affected by two maternity leaves.	63.00	49.00	53.00	55.00
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National School Attainment Percentile - Math (Grade 2)

Grade 2 was at the 75th percentile for math in 2014-2015.	81.00	75.00	77.00	80.00
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% of Students Making Sufficient Annual Progress on ACCESS

Goals based on historical trends.	47.40	49.80	52.00	54.00
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Average Daily Attendance Rate

Attendance for the 2014-2015 school year, was at 95.4%. Excellent attendance is recognized at a class and individual level.	95.70	95.70	96.00	96.20
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My Voice, My School 5 Essentials Survey

Reached "Well-Organized" status on the 5 Essentials. Looking to make improvements in family involvement through parent workshops, informational meetings, and parent surveys. Though our rating is "Neutral" on parent involvement, this is an incremental improvement from past years.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Offer a variety of parent involvement opportunities in both Spanish and English

increased parent participation, greater rapport, increased sense of community, and ownership

greater student success and parent satisfaction as tracked through dashboard, parent and

of their children's learning experiences





student attendance at events, fewer discipline referrals, higher satisfaction rates on mini-surveys and the 5 Essentials, and increased hits on website.

Tags:

Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual

Area(s) of focus:

1

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
School tours for new parents, open houses, 7th/8th grade Nights, and summer orientation to meet teachers	Teacher volunteers	Sep 6, 2016 to Jun 30, 2017	sign in sheets, surveys in-house and 5E; Alderman's office ward meetings: Jason Kierna facility walk-thru; New Family Day 8/25	On-Track
Family and Community Engagement				
Recruit parent volunteers with thorough training included	Teachers nominate, admin processes	Sep 5, 2016 to Jun 2, 2017	teacher referrals and ratings; PD on Family and Student Voice	On-Track
Family and Community Engagement				
Curriculum workshops (including Facing History) in which grade level teams connect families to the students' classroom learning experience	Counselor and Teachers	Aug 29, 2016 to Jun 2, 2017	agendas, attendance sheets, surveys	On-Track
Climate and Culture				
Parent Socials with Admin Team quarterly	Admin	Aug 29, 2016 to Jun 2, 2017	attendance sheets, Q&A in monthly principal newsletter	On-Track
Family and Community Engagement				
10 week mini-surveys	Computer teacher/tech coordinator	Nov 14, 2016 to Jun 2, 2017	survey data	On-Track
Family and Community Engagement				
To support MTSS, parent education seminars on Mental Health 101, Bullying/Peer Conflict, Creative Discipline, Anxiety, Depression and Coping Skills, School Refusal, ADHD- Nutrition vs. Medication, Child and Adolescent Development/Milestones	Counselor	Sep 12, 2016 to May 26, 2017	response surveys, attendance sheets; Staff PD on Mental Health, Anger Coping, Evidence Based Behavioral Strategies, Creating Spaces for Student and Adult voice, MTSS Problem Solving, Social Media and Positive Climate, Responding to Defiance and Disrespect, Restorative Disc., Crises 101, Cultivating Adult Growth Mindsets, Encouraging Active Mindfulness, Impact of Trauma on Students, Race, equality and culturally competent teaching, MTSS Process/Teaming and Problem Solving Process	On-Track

SEL, Family and Community Engagement

weekly communication via website, email, robocall, newsletters, marquis, student produced instructional videos	All	Aug 29, 2016 to Jun 16, 2017	5 Essentials	On-Track
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Family and Community Engagement

encourage staff to participate in grade level potluck socials with parents	Teachers	Sep 12, 2016 to Nov 21, 2016	5E, attendance sheets	Not started
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Climate and Culture, Family and Community Engagement

Promote positive actions through community service projects	students, teachers, parents, community	Sep 6, 2016 to Jun 30, 2017	Evidence displays such as pictures, announcements, newspaper entries, blog, community partnerships	On-Track
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Family and Community Engagement, Community schools, Parental involvement

GrayTube for targeted home learning support	technology coordinator/teachers	Aug 31, 2016 to Jun 2, 2017	parent survey results	Not started
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Technology, Family and Community Engagement

Continue MTSS problem solving strategy to support SEL as well as academic development of students and families	counselor, teacher teams	Sep 6, 2016 to Jun 9, 2017	MTSS tracking form; PD on MTSS and Problem Solving	On-Track
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SEL mtss

Strategy 2

If we do...

Build teacher competency in designing learning activities that require intellectual involvement and develop constructive thinking skills for all student populations with a focus on DL and EL

...then we see...

Active student engagement in language domains (Speaking, Listening, Reading, Writing) across content areas

...which leads to...

Increased achievement on common assessments and district wide assessments
 Improvement in teacher ratings in Domain 3b and 3c
 Learning Walk feedback will indicate growth objectively and subjectively
 Decrease in discipline problems via dashboard
 Increase time on tasks as evidenced via Learning Walks

Tags:

Instructional practices, Academic gain, Accountable talk

Area(s) of focus:

2

Action step

Choosing culturally relevant text via themes

Responsible

teacher teams

Timeframe

Aug 31, 2016 to Oct 7, 2016

Evidence for status

unit plans, agenda; PD on Race, equality and culturally competent teaching

Status

On-Track

Climate and Culture, Culturally relevant

PD on review of content of Stage 3 of UBD (Learning Plan) and Hess Matrix in ELA, Math, and Science	Curriculum coaches, admin	Aug 31, 2016 to Mar 3, 2017	engaging and effective activities in unit plans	Not started
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Academic expectations, Ubd, Common core state standards

Grade team collaboration on improving content of learning plan and plan activities using the Hess matrix	teacher teams, curriculum coaches	Aug 31, 2016 to Jun 2, 2017	improved activities plotted on the Hess matrix	Not started
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Curriculum Design, Cycles of continuous improvement

Team meetings dedicated to using the Evidence Alignment tool to calibrate student samples of work	teacher teams, coaches	Sep 6, 2016 to Jun 2, 2017	reflection tool data	On-Track
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Data analysis, Collaboration

ILT Learning Walks (including training on TIA, both academic and SEL)	ILT members, teachers, admin	Oct 3, 2016 to Jun 9, 2017	rubric data and observation results	On-Track
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Problem solving process, Peer observation

Revise unit learning activities based on trends in misconceptions for year 2	teacher teams	Sep 5, 2016 to Jun 9, 2017	revised unit plans addressing misconceptions	Not started
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Data driven instruction, Analysis

Teams will critically review for cultural and linguistic relevance and transference	teacher teams	Sep 5, 2016 to Jun 9, 2017	(Blank)	On-Track
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Strategy 3

If we do...

Supporting teachers in aligning tasks with standards based learning objectives

...then we see...

Transfer of knowledge via rigorous authentic learning assessments that brings complex content to life

...which leads to...

performance task rubric evaluation results will improve
Will improve on Nwea and Access scores
IMpro

Tags:

Culture of learning, Assessment design, Academic rigor

Area(s) of focus:

4

Action step

PD on effective Cycles of Inquiry

Responsible

Curriculum Coaches

Timeframe

Aug 31, 2016 to Nov 1, 2016

Evidence for status

Agendas

Status

On-Track

Professional Learning, Cycles of learning

PD on Stage 2 of UBD on how to design a performance task via the UBD Handbook and Jay McTighe's Steps in Designing a Performance Task	Curriculum Coaches	Aug 31, 2016 to Jan 31, 2017	Agendas	Not started
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Teacher Teams/Collaboration, Ubd

Examine and evaluate existing performance tasks using performance task review criteria	Teacher Teams, Curriculum Coaches and Administration	Aug 31, 2016 to Jun 30, 2017	McTighe's Performance Task Rubric Data and Hess Cognitive Rigor Matrix	Not started
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Data Use

Redesign performance tasks	Teacher Teams, Curriculum Coaches, Administration	Aug 31, 2016 to Jun 30, 2017	Unit updated to reflect Webb's DOK level 3 and and higher order Bloom's Taxonomy	On-Track
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Assessment design, Authentic tasks

ILT Learning walks to observe evidence of learning activities designed to promote transference of knowledge	All	Oct 31, 2016 to Jun 30, 2017	Rubric data and observational anecdotes	On-Track
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Academic perfor

Reflect on student success of performance task and begin cycle of inquiry for each unit	Teacher Teams	Oct 7, 2016 to Jun 1, 2017	Reflection Tool Data	On-Track
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Cycles of learning

Input units into Map Software to identify gaps for standards alignment purposes	teacher teams	Sep 6, 2016 to Jun 9, 2017	Mapping software analysis	Not started
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Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ School tours for new parents, open houses, 7th/8th grade Nights, and summer orientation to meet teachers</p> <p>Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, Family and Community Engagement</p>	Teacher volunteers	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✚ Recruit parent volunteers with thorough training included</p> <p>Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, Family and Community Engagement</p>	Teachers nominate, admin processes	Sep 5, 2016	Jun 2, 2017	On-Track
<p>✚ Curriculum workshops (including Facing History) in which grade level teams connect families to the students' classroom learning experience</p> <p>Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, Climate and Culture</p>	Counselor and Teachers	Aug 29, 2016	Jun 2, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Parent Socials with Admin Team quarterly Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, Family and Community Engagement</p>	Admin	Aug 29, 2016	Jun 2, 2017	On-Track
<p>✦ 10 week mini-surveys Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, Family and Community Engagement</p>	Computer teacher/tech coordinator	Nov 14, 2016	Jun 2, 2017	On-Track
<p>✦ To support MTSS, parent education seminars on Mental Health 101, Bullying/Peer Conflict, Creative Discipline, Anxiety, Depression and Coping Skills, School Refusal, ADHD- Nutrition vs. Medication, Child and Adolescent Development/Milestones Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, SEL, Family and Community Engagement</p>	Counselor	Sep 12, 2016	May 26, 2017	On-Track
<p>✦ weekly communication via website, email, robocall, newsletters, marquis, student produced instructional videos Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, Family and Community Engagement</p>	All	Aug 29, 2016	Jun 16, 2017	On-Track
<p>✦ encourage staff to participate in grade level potluck socials with parents Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, Climate and Culture, Family and Community Engagement</p>	Teachers	Sep 12, 2016	Nov 21, 2016	Not started
<p>✦ Promote positive actions through community service projects Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, Family and Community Engagement, Community schools, Parental involvement</p>	students, teachers, parents, community	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ GrayTube for targeted home learning support Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, Technology, Family and Community Engagement</p>	technology coordinator/teachers	Aug 31, 2016	Jun 2, 2017	Not started
<p>✦ Continue MTSS problem solving strategy to support SEL as well as academic development of students and families Tags: Diverse Learners, Climate and Culture, SEL, Family and Community Engagement, Bilingual, Sel mtss</p>	counselor, teacher teams	Sep 6, 2016	Jun 9, 2017	On-Track
<p>✦ Choosing culturally relevant text via themes Tags: Instructional practices, Academic gain, Accountable talk, Climate and Culture, Culturally relevant</p>	teacher teams	Aug 31, 2016	Oct 7, 2016	On-Track
<p>✦ PD on review of content of Stage 3 of UBD (Learning Plan) and Hess Matrix in ELA, Math, and Science Tags: Instructional practices, Academic gain, Accountable talk, Academic expectations, Ubd, Common core state standards</p>	Curriculum coaches, admin	Aug 31, 2016	Mar 3, 2017	Not started
<p>✦ Grade team collaboration on improving content of learning plan and plan activities using the Hess matrix Tags: Instructional practices, Academic gain, Accountable talk, Curriculum Design, Cycles of continuous improvement</p>	teacher teams, curriculum coaches	Aug 31, 2016	Jun 2, 2017	Not started
<p>✦ Team meetings dedicated to using the Evidence Alignment tool to calibrate student samples of work Tags: Instructional practices, Academic gain, Accountable talk, Data analysis, Collaboration</p>	teacher teams, coaches	Sep 6, 2016	Jun 2, 2017	On-Track
<p>✦ ILT Learning Walks (including training on TIA, both academic and SEL) Tags: Instructional practices, Academic gain, Accountable talk, Problem solving process, Peer observation</p>	ILT members, teachers, admin	Oct 3, 2016	Jun 9, 2017	On-Track
<p>✦ Revise unit learning activities based on trends in misconceptions for year 2 Tags: Instructional practices, Academic gain, Accountable talk, Data driven instruction, Analysis</p>	teacher teams	Sep 5, 2016	Jun 9, 2017	Not started
<p>✦ Teams will critically review for cultural and linguistic relevance and transference Tags: Instructional practices, Academic gain, Accountable talk</p>	teacher teams	Sep 5, 2016	Jun 9, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
+ PD on effective Cycles of Inquiry Tags: Culture of learning, Assessment design, Academic rigor, Professional Learning, Cycles of learning	Curriculum Coaches	Aug 31, 2016	Nov 1, 2016	On-Track
+ PD on Stage 2 of UBD on how to design a performance task via the UBD Handbook and Jay McTighe's Steps in Designing a Performance Task Tags: Culture of learning, Assessment design, Academic rigor, Teacher Teams/Collaboration, Ubd	Curriculum Coaches	Aug 31, 2016	Jan 31, 2017	Not started
+ Examine and evaluate existing performance tasks using performance task review criteria Tags: Culture of learning, Assessment design, Academic rigor, Data Use	Teacher Teams, Curriculum Coaches and Administration	Aug 31, 2016	Jun 30, 2017	Not started
+ Redesign performance tasks Tags: Culture of learning, Assessment design, Academic rigor, Assessment design, Authentic tasks	Teacher Teams, Curriculum Coaches, Administration	Aug 31, 2016	Jun 30, 2017	On-Track
+ ILT Learning walks to observe evidence of learning activities designed to promote transference of knowledge Tags: Culture of learning, Assessment design, Academic rigor, Academic perfor	All	Oct 31, 2016	Jun 30, 2017	On-Track
+ Reflect on student success of performance task and begin cycle of inquiry for each unit Tags: Culture of learning, Assessment design, Academic rigor, Cycles of learning	Teacher Teams	Oct 7, 2016	Jun 1, 2017	On-Track
+ Input units into Map Software to identify gaps for standards alignment purposes Tags: Culture of learning, Assessment design, Academic rigor	teacher teams	Sep 6, 2016	Jun 9, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement.

Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

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

Regular bimonthly meetings are scheduled and plans and goals are reviewed.

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

An annual meeting is held to explain Title I requirements and parent/student rights. A school-wide notice is distributed in English and Spanish inviting all parents to attend. Regular bimonthly meetings are held, LSC meeting dates are published on the calendar distributed monthly.
9/27/16 - Annual Principal's Meeting
10/4/16 - PAC Organizational Meeting

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 first parent meeting of the school year covers assessment tools used and how parents may use them to monitor student progress toward individual growth goals. Parents have access to grades through the Parent Portal to monitor student progress. Training is made available at each conference day and as needed by our Tech coordinator. Parents may monitor skill development through Compass Learning and ST Math.

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.

Regular meetings are held.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

NWEA and PARCC score reports are distributed to all parents, DIBELS parent reports are distributed to applicable parents. Teachers are available for conferences to discuss student progress.

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.

Letters are mailed directly from CPS informing parents if their teachers are NHQ.

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.

Regular workshops are provided through the use of NCLB parent funds.

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.

Regular workshops are provided through the use of NCLB parent funds.

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.

Parents are encouraged to volunteer in the school at beginning of the year open houses. Teachers contact parents to volunteer within their classrooms.

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.

Parent workshops are planned and held to integrate school activities and student success.

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.

Information is available on the school website in multiple languages. Parents are encouraged to use school computers for access if they do not have access at home. Regular newsletters, calendars, and meetings provide information about resources available.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

The school will coordinate the parent involvement programs identified in the CIWP.

The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact

Complete

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

It is the mission of William P. Gray Elementary School to:

- Prepare children to meet the challenges of the future
- Through the use of best practices in delivering instruction in reading, math, science and all other areas
- By providing appropriate curriculum materials for all learners
- By actively engaging all learners
- By differentiating instruction
- By providing access to the curriculum for all learners to meet academic challenges including those with special needs and limited English proficiency - By assessing student learning
- Promote self-growth and discipline
- Form partnerships with parent and community organizations to improve learning.
- Provide all children with a safe and productive learning environment

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.

Report card pick ups are determined by CPS. Additional conferences are held as needed.

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

Parents receive a progress report every five weeks. Gradebook is updated in a timely fashion so that parents can log in and view their child's assignments and grades.

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

School staff is available to meet with parents during their preparation time, before and after school (when arranged ahead of time.) Staff will also return phone calls and emails to parents.

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

Parents are encouraged to volunteer within individual classrooms, on field trips, and on the playground.

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

Parents can monitor their children's learning via progress reports, regular newsletters, and Gradebook.

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 have the opportunity to confer with the school at open houses, LSC, BAC and NCLB meetings.

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

Students are apprised of their growth targets on NWEA, students are rewarded for good grades and attendance quarterly.

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 increase parent involvement by offering additional parent education workshops both in the am and the pm throughout the school year. Spanish translation will be made available. Parent surveys will be conducted to determine purchases and workshop topics. We will also offer GrayTube on our website, for parents to access videotaped workshops that they were unable to attend. Teachers will be made available to present curriculum workshops to parents. In addition, student produced videos will offer information on topics such as studying tips, homework help, nutrition, and mental health initiatives.

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.	\$ 4000 .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.	\$ 1170 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1500 .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)	\$ 900 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	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 be used only by parents.	\$ Amount .00

