



John Charles Haines Elementary School (/school-plans/189) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
12/02/2016	CIWP Team	Review Effective School Practices
01/13/2016	ILT members	Overview of CIWP

02/24/2016	Classroom Teachers	Grade Level Goals for Reading, Math, and ELs
03/02/2016	Classroom Teachers	Grade Level Goals for Reading, Math and ELs
03/09/2016	ILT members	Review items from school-wide goals of Reading, Math, and ELs
04/06/2016	ILT members	Discussed goals for Parental Involvement, SEL, and science.
05/04/2016	CIWP Team	Discussed framework priorities, goals, strategies, fund compliance, and parent plan
03/18/2016	LSC Meetings	Reviewed budgetary items for Reading, Math, and EL goals
04/15/2016	LSC meetings	Reviewed budgetary items for Parental Involvement, SEL, and Science goals

## School Excellence Framework

### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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

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- Several members represent a combination of subject expertise and skill sets serving as ILT, chairs, coordinators, leads and coaches, family liaison, CIWP team, PPLC and PPC reps, and several grant writers. Teachers are invited to speak on behalf of self and team at meetings, through representatives and in person.
- Teachers attending PD are asked to train teachers and share practices during PD or team meetings.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction 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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- The ILT is composed of members that represent a combination of subject expertise and knowledge who advocate for various groups such as grade levels, subject areas, diverse learners and ELL students.
- The ILT meets monthly and may meet as needed before or after school. The ILT Goal(s): The ILT will work as a unit to plan and implement effective instruction and services while reflecting on school-wide teaching and learning practices.
- The ILT supports teachers across all disciplines but focus on Literacy when recommending professional development, conferences and workshops outside of the school building. Member of the ILT communicate and promote teacher PD opportunity in the District and through The Learning Hub.
- Teachers and the Tech Team are attending several technology conferences and workshops as part of developing our tech vision and magnet status.
- Teachers are attending workshops on Primary Learning Communities teaching practices, CCSS Text complexity, DePaul Math Study –Teaching Algebraic thinking, core content and other disciplines.
- The ILT represent grade level teachers at ILT meetings and share minutes.
- The ILT researches and studies practices for effective organizations and level 5 leadership(i.e. Good to Great)
- The ILT/chairs meet with grade level teams to analyze qualitative and quantitative data.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

### Professional Learning:

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

Score

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- Administrative team creates committees/teams to respond to the vision/develop an aspect of the mission.
- Agenda(s) focus on vision
- Administrative team, teacher leaders, and classroom teachers develop partnerships to achieve vision.
- Haines Administrative Team, ILT, PD, and grade-level teams continuously monitor the overall effectiveness of all professional development using a system of checks and balance.
- Teacher leaders provide on-going feedback and collaborate with teachers to prioritize and assess next steps/action plans for lesson planning, delivery of instruction, and assessment.
- Teachers attend professional development sessions relevant to school-wide areas of focus and their individual point of need (i.e. Network literacy and math PDs, NWEA, CCSS, etc.).
- Targeted professional development includes on-going PDs for the innovative educational assessments and practices such as upcoming PARCC assessment, and NGSS.

### Guide for Professional Learning

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

#### Aligned Resources:

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

Score

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Spending is aligned to goals (goals are rooted in student achievement growth), identified priorities and needs analysis set by school teams.

- School has identified, maintained, pursued and secured dozens of outside funding sources and partnerships to meet student and staff needs. The most significant use of funding/spending is for resources to support student achievement growth. (Materials targeted for students in specific RIT Band; Literacy and other core instruction support and technology and programs to individualize instruction).

The school has designed various scheduling options based on the needs of students and are always reassessing student needs to meet school wide growth goals. (Block & Traditional schedules)

- School is flexible in adjusting schedules while not interrupting the learning process. There is weekly collaboration built in the schedule. Time is built in that allows for vertical planning K-1, 2-3, 4-5 subject specific in departmental grades; as well as horizontal planning school wide. •Extended day has been funded to allow for vertical planning 5-8 and any other planning. Use of extended day minutes aligned to meet the needs of students in Rit Band Instruction for struggling students during dedicated period weekly, structured intervention created per MTSS.
- Team is representative of administration, technology, primary, intermediate and upper grade teachers have worked on a design that analyzes and re-evaluates use of time, space, technology and resources to meet needs of students.

#### Guide for Aligned Resources

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

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- Grade level teams collaborate and develop curriculum maps, unit plans, and daily lesson plans. •Instructional plans include modifications for students with disabilities as outlined by their individualized education plans. Most instructional plans also include supports for ELs.
- The reading curriculum is aligned to the CCSS (Common Core State Standards). Teachers utilize a variety of literary and nonfiction complex text to engage students during literacy instruction.
- Teachers are using the CCSS-M to begin to re-align the current curriculum. •Quarterly focused RIT band instruction creates a differentiated learning experience for ALL students as identified by NWEA RIT scores with a targeted focus on ELs populations.

### 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=Y3BzLmVkdXrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Instructional Materials:

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

Score

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-Each grade level has a CCSS aligned reading curriculum (Reading Street) and math curriculum (Envision). The core reading and math curriculums provide additional support for ELLs and other diverse learners. Grade levels also have a set of novels and nonfiction text sets to supplement core curriculum in ELA. Teachers have access to digital resources, which include Achieve 3000, TTM, Khan Academy, Brainpop, Reading A-Z, NewELA, and Myon.

Targets:

The school must work to provide CCSS aligned resources in other core areas like science and social studies.

## Guide for Instructional Materials

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

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- Equitably available and accessible to all teachers and students.
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.

- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

Score

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)

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- School-wide and classroom data is organized and available as needed after each assessment.
  - Each grade level uses a comprehensive set of assessments-Reach BOY(beginning of the year) and EOY (end of the year), quarterly benchmarks, Pre (diagnostic)/Post (Summative) Rit quarterly assessments,etc.
  - A variety of assessment methods are utilized (i.e. student work, selected response, constructed response, performance task), and aligned to the CCSS being assessed.
  - Assessment accommodations and modifications are implemented to ensure that diverse learners and ELLs are able to effectively communicate their knowledge and skills.
  - NWEA results, DIBELS, MClass Math, and benchmark assessments are often consulted when grouping ALL students, determining goals, and setting classroom priorities/next steps.
- Target: Create a school-wide problem of practice with MTSS.

## Guide for Rigorous Student Tasks

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



- Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.
- Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> </ul>

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

Score

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

1 2 3 4

Kindergarten Registration and orientation during summer.

- Students visit next year's class at end of year and next year's teacher to discuss expectation and transitions.
- The school invites inspirational speakers to share their stories of challenges and successes throughout their lives.
- Annual High School Fair in the Fall; College/Career Awareness Week; School Spirit Week; High School and College Shadow Days
- The school promotes preparation for college and career through Naviance, This is a comprehensive K-12 college and career readiness solution that helps districts and schools align student strengths and interests to post secondary goals, improving student outcomes and connecting learning to life.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)

- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

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

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 3 4

- Grade level teams collaborate and develop curriculum maps, unit plans, and daily lesson plans.
- Instructional plans include modifications for students with disabilities as outlined by their individualized education plans. Most instructional plans also include supports for ELs.
- The reading curriculum is aligned to the CCSS (Common Core State Standards). Teachers utilize a variety of literary and nonfiction complex text to engage students during literacy instruction.
- Teachers are using the CCSS-M to begin to re-align the current curriculum.
- Quarterly focused rit band instruction creates a differentiated learning experience for ALL students as identified by NWEA RIT scores with a targeted focus on ELs populations.
- Grade level teams collaborate and develop curriculum maps, unit plans, and daily lesson plans.
- Instructional plans include modifications for students with disabilities as outlined by their individualized education plans. Most instructional plans also include supports for ELs.
- The reading curriculum is aligned to the CCSS (Common Core State Standards). Teachers utilize a variety of literary and nonfiction complex text to engage students during literacy instruction.
- Teachers are using the CCSS-M to begin to re-align the current curriculum.
- Quarterly focused rit band instruction creates a differentiated learning experience for ALL students as identified by NWEA RIT scores with a targeted focus on ELs populations.
- 80% of Haines teachers ratings on REACH Framework in Domain 3 are in the proficient and distinguished range.

## Guide for Instruction

- Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student

**misconceptions.**

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

**Evidence, Measures, and Standards**

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

**Multi-Tiered System of Support:**

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

**Score**

1 2 **3** 4

- The school provides documentation and a list of modifications on the MTSS (RTI) process along with guidelines for implementation. •A more structured MTSS program was implemented to help identify areas of weakness for struggling students.
- RIT (skill based intervention) was implemented to support or extend academic achievement among students with similar RIT scores outlined by NWEA.
- Students in grades 1st-5th, identified to receive secondary school level support, are provided small group instruction, push-in support, and/or one on one support outside of the classroom by the literacy lead teacher.
- After school programs, funded locally (ASAS homework Help, OLCE) were provided to support at-risk/struggling students.
- "Power Hour" program was implemented to help 3rd-6th grade students scoring between the 50th and 60th percentile on NWEA for literacy and math. An extension of the day to support/extend their learning as they strive to exceed the norms.
- Target:  
More structured, research-based resources are needed to scaffold the newly implemented programs.

## 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/acps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

Score

1 2 3 4

- School-wide and classroom data is organized and available as needed after each assessment.
- Each grade level uses a comprehensive set of assessments-Reach BOY(beginning of the year) and EOY (end of the year), quarterly benchmarks, Pre (diagnostic)/Post (Summative) Rit quarterly assessments,etc.
- A variety of assessment methods are utilized (i.e. student work, selected response, constructed response, performance task), and aligned to the CCSS being assessed.
- Assessment accommodations and modifications are implemented to ensure that diverse learners and ELLs are able to effectively communicate their knowledge and skills. •NWEA results/Descartes, DIBELS, and benchmark assessments are often consulted when grouping ALL students, determining goals, and setting classroom priorities/next steps.
- Target: Classroom teachers create summative assessments every 5-10 weeks; Utilize school-wide grading system across the grade bands.

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

## Evidence, Measures, and Standards

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

**Culture for Learning:**

Score

1 2 **3** 4

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

- School-wide assemblies focused on self-care, anti-bullying, and cultural focus where students
- End of the year awards assembly recognizes students in academic and non-academic achievement
- Annual Field Day to celebrate the whole child
- 91% of teacher observation scored in the proficient and distinguished category for component 2B in REACH- Establishing a Culture for Learning
- Target: Reviewing 5 Essential results on expectations from teachers

**Guide for Culture for Learning**

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

**Evidence, Measures, and Standards**

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

**Relational Trust:**

Score

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

1 2 3 4

- School is non-threatening.
- Staff welcomes students into building daily.
- Parents are invited to school events (ie. - assemblies, Science Fairs, Spelling Bee, field trips, etc.).
- Field Day celebrates the whole child at the end of the year.
- Family Nights engage parent involvement.
- Target: Reviewing 5 Essential results on trust/respect amongst each other and the principal

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

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

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

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

- Students participate in academic and after school and non-academic programs such as cultural dance, yearbook, choir.
- Students are free to discuss with teachers before, during & after school hours. Many teachers care about students & spend time with them after school.
- The school communicates with parents through the Haines Herald-school newsletter and classroom newsletters, flyers; parent meetings/workshops on the topics that are related to their needs, such as information on special education, bilingual education, high school application process, etc. The school's website has the monthly newsletter and information as well.
- Teacher population represents diversity.
- School staff participates in a variety of activities that promote understanding of students' own culture and value other cultures, such as "Chinese New Year Celebration", "Black History Month Celebration" and "Field Day".
- Target:

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

### Students...

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

### Safety & Order:

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

- Student Code of Conduct has been introduced and presented to students and parents at the beginning of school year and is followed throughout the year
- Administrators, teacher and parents work as a team to approach discipline issues, established protocol for emergency
- "No tolerance" policy for inappropriate behavior
- Adult supervision in and out of school building to ensure safety of all students
- Reinforce and acknowledge student's positive behaviors on a regular basis
- Incorporate educational programs, such as Restorative program, daily check in, and in and out of school suspensions- MTSS for administrators and teachers



## Guide for Safety & Order

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

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.

Score

1 2 3 4

-Teachers were provided with Capturing Kids Heart process and some have received additional PD on responsive Classrooms.  
 -Target: Continue to support teachers on restorative approaches to discipline

## Guide for Restorative Approaches to Discipline

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

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

## Evidence, Measures, and Standards

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

### Parent Partnership:

Score

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

1 2 **3** 4

- In addition to above, Open House, phone calls home, teacher/parent conferences, PAC, LSC, and BAC meetings are implemented to establish two-way communication between parents and school staff.
- PAC meetings scheduled at night would be beneficial so more parents could possibly attend.
- Parents are given opportunities to complete surveys (My Voice My School) in order to provide feedback for school success and needs for improvement.
- Monthly Haines Herald is translated to inform parents of current and upcoming schoolwide events, celebrations, and other important information.
- Haines website has been updated to provide parent/teacher resources. Some teachers have set up a classroom websites to establish classroom news and expectations.
- Parents have access to monthly newsletters.
- Shared grades on IMPACT make it possible for parents to know how their child is performing. Training has been offered to parents on how to access grades. School may need to promote and encourage parents to connect to these online resources more often.
- DIBELS, TRC, MClass Math results, NWEA scores are sent home to show student progress compared to benchmark standards. PARCC results are also sent home.
- Target: Continue to garner support from parents for volunteers and fundraising

### 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 <a href="#">2c. Managing Classroom Procedures</a>
CPS Performance Standards for School Leaders	<a href="#">4c. Communicating with Families</a>
	D1. Engages Families

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Through professional development, teachers will continue to develop a deeper understanding of the shifts and requirements of the Common Core State Standards and best instructional practices; Sustain growth percentile from last two years.	98.00	97.00	98.00	98.00
<b>National School Growth Percentile - Math</b>				
Through professional development, teachers will continue to develop a deeper understanding of the three key shifts in math; focus, coherence and rigor. Sustain growth percentile from the last two years.	86.00	96.00	96.00	96.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Through professional development, teachers will continue to develop best instructional practices; Sustain growth percentile from the last two years.	63.10	(Blank)	68.80	68.80
<b>African-American Growth Percentile - Reading</b>				
Through professional developmental, teachers will continue to develop a deeper understanding of the CCSS and best instructional practices; Population size could produce large fluctuations in growth percentile. Sustain growth percentile from the last two years.	52.00	91.00	91.00	91.00
<b>Hispanic Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>				
Through professional developmental, teachers will continue to develop a deeper understanding of the CCSS and best instructional practices; Sustain growth percentile from the last two years.	(Blank)	99.00	99.00	99.00
<b>Diverse Learner Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	0.00	0.00

**African-American Growth Percentile - Math**

Through professional development, teachers will continue to develop a deeper understanding of the three key shifts in math; focus, coherence and rigor. Sustain growth percentile from the last two years.

37.00

56.00

56.00

56.00

**Hispanic Growth Percentile - Math**

N/A

(Blank)

(Blank)

0.00

0.00

**English Learner Growth Percentile - Math**

Through professional development, teachers will continue to develop a deeper understanding of the three key shifts in math; focus, coherence and rigor. Sustain growth percentile from the last two years.

(Blank)

96.00

96.00

96.00

**Diverse Learner Growth Percentile - Math**

N/A

(Blank)

(Blank)

0.00

0.00

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

Through professional developmental, teachers will continue to develop a deeper understanding of the CCSS and best instructional practices; Maintain possible highest attainment percentile from last two years.

90.00

95.00

95.00

95.00

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

Through professional developmental, teachers will continue to develop a deeper understanding of the CCSS and best instructional practices; Maintain possible highest attainment percentile from last two years.

99.00

99.00

99.00

99.00

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

Through professional developmental, teachers will continue to develop a deeper understanding of the CCSS and best instructional practices; Maintain possible highest attainment percentile from last two years.

84.00

90.00

90.00

90.00

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

Through professional developmental, teachers will continue to develop a deeper understanding of the CCSS and best instructional practices; Maintain possible highest attainment percentile from last two years.

82.00

84.00

84.00

84.00

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

67.2% of students made sufficient annual progress on ACCESS during 2012-13. Plan to maintain highest growth.

43.80

53.30

67.20

67.20

**Average Daily Attendance Rate**

The school has developed different initiatives to promote student attendance. We will continue to sustain an attendance rate of 98%.

98.10

98.20

98.30

98.40

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

N/A

(Blank)

(Blank)

(Blank)

(Blank)

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...

K-8 core teachers in the reading, social studies, math and science will meet in PLCs Professional Learning Communities weekly to advance student learning and teacher practice.

...then we see...

Once a week, teachers in primary, intermediate and upper grades will participate in and facilitate team meetings focused on student work, student data analysis, teaching instructional best practices based on professional readings, research based strategies, lead teacher, local and national professional development.

...which leads to...

Advancement in teacher practice as evidenced by REACH Teachers performance ratings and students meeting growth targets on schoolwide and national assessments. Teachers providing support and training and teachers implementing schoolwide and instructional norms, best practices and strategies from the PLC.

Tags:  
Teacher capacity

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Evidence for status	Status
All teachers will create norms and timeline for PLCs to discuss student work, student data analysis, and teaching best practices during grade level meetings.	ILT and Teachers	Sep 6, 2016 to Feb 28, 2017	Team meeting notes, proposals and test data	On-Track

#### Instructional planning, Teacher capacity

Teachers will attend professional development focused on DDI	Administration and Teachers	Sep 6, 2016 to Jul 1, 2017	Workshops minutes and teach backs- REACH evaluation	Postponed
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#### Instructional planning, Teacher capacity, Academic targets

Conduct data meetings with teachers every 5-10 weeks to analyze assessment results, monitor teacher progress and offer supports	Administration	Sep 6, 2016 to Jun 19, 2017	BOY and MOY meetings individually and by grade level	On-Track
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### Strategy 2

If we do...

Stakeholders including family, school, and community will provide students opportunities to discover personal talents and skills, identify career interests, and ways to pursue them.

...then we see...

Students who are aware of a variety of career paths and the educational requirements and can articulate the actions and behaviors necessary to be successful.

...which leads to...

All middle school students will develop an Individual Learning Plan that tracks coursework, college and career assessments, goal-setting, 6th-8th grade milestones through high school.

Tags:  
Career

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Evidence for status	Status
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Counselor and SEL team will create a yearlong plan for introducing students to Naviance, college and career opportunities that expose students to Individual Learning Plans that tracks coursework, college and career assessments, goal-setting, 6th-8th grade milestones through high school.

Counselor and SEL Team

Oct 3, 2016 to Oct 3, 2016

Team meeting notes and benchmarked events

On-Track

**Career**

**Strategy 3**

If we do...

Rationalize student grading and assessment systems across grade levels and content areas by establishing multiple measures of student learning and common grading categories.

...then we see...

Instruction that reflect student needs based on data analysis. Common team planning both vertically and horizontally; collegial content-area planning; use of analysis of mandated district-wide assessments and student work to guide planning and instruction.

...which leads to...

All students will show growth from pre-test to post-test, with 80% of attaining skill mastery.

Tags:  
Grading, Data driven instruction

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Evidence for status	Status
Lead teachers will lead discussion around grading and competency based assessments in PLCs and determine criteria for grades, weights and assessments	ILT and Teachers	Sep 6, 2016 to Nov 4, 2016	Team meeting notes and bench marked events; color coded grade book with 2-3 grades per week	On-Track

**Grade system**

**Strategy 4**

If we do...

The school community including administration, teachers, staff, students, parents and school partners create an environment of awareness. With consistency, students and staff are affirmed with acknowledged positive efforts.

...then we see...

A climate of positive reinforcement. On a daily, weekly, monthly, quarterly and/or annual basis-inclusive of daily morning announcements, weekly classroom and monthly affirmations.

...which leads to...

100% of students, staff and teachers being acknowledged in the school year for overall academic performance of the school.

Tags:  
Climate and Culture

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Evidence for status	Status
Determine daily, weekly, monthly, quarterly and annual positive effort actions. Norm SEL practices in school.	Teachers, counselor and SEL Team	Sep 6, 2016 to Nov 4, 2016	100% of students, staff implementing SEL practices and evidence of positive effort acknowledged in daily, weekly, monthly, quarterly and annual activity inclusive of daily morning announcements, weekly classroom affirmations and monthly newsletter	On-Track

**Climate and Culture**

Tracking students for individual cases of misbehavior resulting in suspension- students will follow protocol

Counselor and administration

Sep 5, 2016 to May 29, 2017

DASHBOARD and VERIFY data

On-Track

**SEL**

**Strategy 5**

If we do...

Provide more content specific non-fiction literature and continue to develop the school-wide execution of Six-Traits.  
Enrich curricular resources through technology and web based applications that support mathematical thinking and learning.  
Increase school's focus and development of the Personalized Learning Design.

...then we see...

Students engaged in writing using academic language and students engaged on a deep and meaningful level with Personalized Learning. Leading to an increase of proficiency and mastery of 20th Century Skills, specifically within the 4C's (Critical Thinking, Communication, Collaboration and Creativity).

...which leads to...

80% or more of students meeting reading, comprehension and writing skills, and math fluency targets as measured by classroom, school-wide and district mandated assessments, 75% meeting/exceeding in MAP Reading and 83% meeting/exceeding in MAP Math.

Tags:  
Literacy/Reading, Technology, Mathematics

Area(s) of focus:  
5, 4

Action step

Responsible

Timeframe

Evidence for status

Status

Continued Six-Traits professional development and teacher turn-keying information. Teacher's using meeting time to choose appropriate non-fiction texts by content.

Teacher Teams, ILT

Sep 6, 2016 to Jan 6, 2017

Procurement of more resources and PD in Six-Traits, teaching non-fiction literature and best practices for using existing digital resources

Behind

**Writing, Textbook, Mentor texts**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p><b>+</b> All teachers will create norms and timeline for PLCs to discuss student work, student data analysis, and teaching best practices during grade level meetings. Tags: Teacher capacity, Instructional planning, Teacher capacity</p>	ILT and Teachers	Sep 6, 2016	Feb 28, 2017	On-Track
<p><b>+</b> Teachers will attend professional development focused on DDI Tags: Teacher capacity, Instructional planning, Teacher capacity, Academic targets</p>	Administration and Teachers	Sep 6, 2016	Jul 1, 2017	Postponed
<p><b>+</b> Conduct data meetings with teachers every 5-10 weeks to analyze assessment results, monitor teacher progress and offer supports Tags: Teacher capacity</p>	Administration	Sep 6, 2016	Jun 19, 2017	On-Track
<p><b>+</b> Counselor and SEL team will create a yearlong plan for introducing students to Naviance, college and career opportunities that expose students to Individual Learning Plans that tracks coursework, college and career assessments, goal-setting, 6th-8th grade milestones through high school. Tags: Career, Career</p>	Counselor and SEL Team	Oct 3, 2016	Oct 3, 2016	On-Track
<p><b>+</b> Lead teachers will lead discussion around grading and competency based assessments in PLCs and determine criteria for grades, weights and assessments Tags: Grading, Data driven instruction, Grade system</p>	ILT and Teachers	Sep 6, 2016	Nov 4, 2016	On-Track



District priority and action step	Responsible	Start	End	Status
<p>✦ Determine daily, weekly, monthly, quarterly and annual positive effort actions. Norm SEL practices in school. Tags: Climate and Culture, Climate and Culture</p>	Teachers, counselor and SEL Team	Sep 6, 2016	Nov 4, 2016	On-Track
<p>✦ Tracking students for individual cases of misbehavior resulting in suspension- students will follow protocol Tags: Climate and Culture, SEL</p>	Counselor and administration	Sep 5, 2016	May 29, 2017	On-Track
<p>✦ Continued Six-Traits professional development and teacher turn-keying information. Teacher's using meeting time to choose appropriate non-fiction texts by content. Tags: Literacy/Reading, Technology, Mathematics, Writing, Textbook, Mentor texts</p>	Teacher Teams, ILT	Sep 6, 2016	Jan 6, 2017	Behind

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

### 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.

Haines School will provide monthly and scheduled meetings aimed at involving parents in the review and improvement of the NCLB, Title, student academic learning and other school activities.

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

Parents are informed of the schools' participation in the NCLB Title I programs, requirements and right to be involved and other related topics during the PAC monthly meetings and The Parent Involvement Committee workshops. Oral and written communications are both in English and Chinese. The school will hold the NCLB Title 1 annual meeting on September 23, 2016 and October 14th. we will hold the elections and 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.

Pertinent information about the Title I program is disseminated through informational meetings, monthly PAC and LSC meetings, open house, oral and written communication between teachers and parents, including the Parent Portal and quarterly parent/teacher conferences.

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.

During monthly PAC meetings, parents include suggestions at the end of every meeting. During the school year, there are opportunities for parents to receive information needed to help their child and to improve academic achievement during family nights, various fairs, and other meetings that foster parental involvement, parent-child(ren) interaction and collaboration.

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.

The school will use the Parent Portal to assist parents of NCLB Title I children to understand how to monitor their progress and work with their child's teacher. Individual district-wide assessments, such as NWEA, DIBELS, and PARCC data are distributed to parents. Quarterly progress reports and report cards are distributed. Formal and informal meetings with teachers and Family Nights are offered.

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.

All parents have the right to know the qualifications of their child's teachers. Haines School, along with CPS, will notify parents through written notices informing parents when teachers are not "highly qualified".

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

The school will use the Parent Portal to assist parents of NCLB Title I children to understand how to monitor their progress and work with their child's teacher. Individual district-wide assessments, such as NWEA, DIBELS, and PARCC data are distributed to parents. Quarterly progress reports and report cards are distributed. Formal and informal meetings with teachers and Family Nights are offered.

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.

There are Family Nights held throughout the school year to provide parents with resources and information needed to help their child, improve academic achievement. These nights are opportunities for parents to work with their children as well as foster parental involvement, parent-child(ren) interaction and collaboration.

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.

The staff is regularly reminded during faculty meetings of the value of collaborating with parents as equal partners in students' education. Monthly newsletters from homeroom teachers are distributed to parents and are on the school's website. Monthly Reading Connections are distributed in both English and Chinese.

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.

Early childhood program providers in the neighborhood are informed of Haines' Pre-Kindergarten and Kindergarten programs through oral and written communications and meetings. These providers and their clientele observe PreKindergarten and Kindergarten classrooms during the school year. The Pre-Kindergarten teacher holds quarterly workshops on various topics. Kindergarten teachers host student/parent orientation for new and returning parents at the beginning of the year.

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.

We have a monthly school newsletter, Haines Herald and teacher newsletters that are sent out to every student in the school, both in English and in Chinese every month. There is a calendar of events in each newsletter. Flyers for other school-wide activities are sent home in both languages for our parents. All communication about programs, meetings, and other activities are also available on the school's website.

#### 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)

NA

#### 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.)

Haines will provide a safe learning environment; offer a rigorous, instructional program with a focus on Literacy, critical thinking and continued improvement thus preparing students for college and career goals. Additionally, Haines will offer experiential educational experiences that are accessible to ALL students including students whose second language is English and those with unique needs, while ensuring character, social and emotional development of the whole child, fostering 21st century global learning skills and celebrating diversity.

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.

New student/parent Orientation- August  
Open House-September  
School-wide Parent/Teacher Conferences- two times a year  
Parent/Teacher conferences- ongoing

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

Quarterly - Progress Reports (5th, 15th, 25th, and 35th Weeks)  
Quarterly Report Cards (10th, 20th, 30th, and 40th Weeks of School)  
September - Open House  
Monthly - Local School Council and Parent Advisory Council meetings  
Quarterly- Bilingual Advisory Council meetings  
Monthly - School Newsletter with Monthly Calendar of Scheduled Events (Haines Herald)  
On-going - Individual Conferences  
October, January, May- Results of NWEA Assessments and DIBELS  
June - NWEA and ACCESS Results  
December - PARCC results

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

Staff will be available for consultation with parents during two Report Card Pick-Up Conference days and by appointment at 7:30 a.m. or during teachers' scheduled preparation period during the school year.  
Parent Portal is also available for parents and students to communicate via email.  
Monthly newsletters are distributed and posted on the school's website.

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 assist with a variety of activities, such as chaperone school field trips, assist teachers in the classroom with student projects and as advisory moms/dads, and supervise students on the playground and in the lunchroom. There is a parent room on the first floor where parents can utilize to assist teachers as well.

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

There are several ways that parents will support their children's learning in the following ways:

- check agenda/homework notebook and make sure that homework is completed
- monitor amount of television and the kinds of programs children watch as well as computer time
- volunteer to help in their children's classroom
- volunteer to help with school programs
- participate in school workshops for parents
- participate in Family Night events
- stay informed about their child's education and communicate with the school by promptly reading all notices from the school
- volunteer to serve as a member of the Local School Council, Parent Advisory Council, Bilingual Advisory Council, and/or any other school related group

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

There are different ways parents can participate in decisions relating to the education of their children by volunteering to:

- serve as a member/officer of the Local School Council and attend monthly meetings
- serve as a member/officer of the Parent Advisory Council and attend monthly meetings
- serve as a member/officer of the Bilingual Advisory Council and attend quarterly 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 have a school pledge and will share the responsibility to improve their academic achievement and achieve the State's high academic standards by:

- complete all homework assignments and ask for assistance when necessary
- return completed class assignments as well as completed homework assignments to their teacher(s) on time; read at least 30-60 minutes every day outside of school time
- meet all classroom and school requirements
- give notices and information received by them from school to their parents
- make EDUCATION a life-long goal

Students are recognized quarterly for perfect attendance, honor and effort roll.  
 "Someone You Should Know" highlights several students on a monthly basis.

**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.

Parents will be provided with communication between home and school, materials and training to help parents to work with their children to improve their children's achievement, and to purchase magazines that provide parents with additional resources to meet the needs Haines students.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2154 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1000 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 1000 .00

54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	100	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> 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