John Harvard Elementary School of Excellence (/school-plans/198) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/22/2016	Hurst, Hope, McCullum, Wade, Fleming, Saraga, McCarthy	Setting up Teams
03/28/2016	Hope, Fleming, Hicks, Wade, McCullum, McCarthy, Norment	SEF Evidence and Rating
03/14/2016	Hurst, Hicks, Hope, Wade, McCullum, Norment, Saraga	SEF Evidence and Rating
04/04/2016	Hicks, Saraga, Hope, Wade, McCarthy	SEF Evidence and Rating
04/14/2016	Hurst, Fleming, Hicks, McCarthy	SEF Evidence and Rating

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

School priorities including quantitative goals are shared at the beginning of the school year through focused professional development provided by the instructional leadership team. Responsibility of vision sharing has evolved from administration to ILT reflecting a shift to distributive leadership.

Harvard was last rated as organized on the Five Essentials this year which is the third year of growth. This improvement defines the growth in collaboration and use of continuous improvement cycles across the school community. Five E data reflects strong performance in the areas of collaborative practices, collective responsibility, and quality professional development of the collaborative teachers component. This is an increase over a two year period, which resulted in teachers engaging in higher leverage activities to build capacity as an instructional team. The component of effective leadership is neutral with teacher influence the lowest which is rated weak.

All teachers implemented a new curriculum for reading and math over a two year period. During this time the entire staff engaged in shared professional development to identify and implement instructional priorities specific to Harvard. A subsection of the instructional leadership team developed a year long plan which identified instructional priorities aligned to the teaching and learning cycle.

Data is analyzed during cluster meetings as part of the teaching and learning cycle. Collection of data from regular classroom visits is used in conjunction with student data to measure progress of the instructional priorities. There is a need to improve the protocols for data usage to influence decisions outside of instruction practice.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

1 **2** 3 4

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

The Instructional Leadership Team (ILT) meets biweekly. The team consists of teachers from various grade levels and subjects. It also includes Special Education teachers and non-instructional staff.

According the results from school year 2014-2015 Five Essentials survey, teachers overwhelmingly agreed or strongly agreed that: the ILT knew what was going on in their classroom; provided them with useful feedback to improve their teaching; provided them with the support they needed to improve their teaching, pressed them to implement what they learned in professional development; communicated a clear vision for the school; and made it clear to the staff the leadership's expectations for meeting instructional goals.

At the beginning of the 2015-2016 school year, the ILT met 2 times a month fairly consistently. The team set high expectation for the year. The team used an anchor text to help goal set and guide the year. An agenda for each meeting focused on different areas that presented challenges for the school. There was an agenda, calendar and minutes. There were also a set of norms that were established for the team by the team. The team met to discuss challenges that had a negative impact on instruction such as student behavior, student transitions and student absences. Each member of the team was tasked with leading or assisting in implementing solutions to those challenges.

As the 2015-2016 school year has progressed, the ILT has not met as consistently as 2 times per month.
At these meetings, there has been inconsistent analyzes of formative and summative student learning data. The ILT can improve its efforts in identifying trends and discussing strategies for reteaching or intervention. The ILT can improve its efforts in participating in peer observations and feedback.

There are ILT members of the 2015-2016 school year who have been tasked with serving as instructional leaders in both ELA and Mathematics. The teacher leaders have attended intense PDs over the summer and throughout the school year to develop their knowledge of the specific content as well as learning how to coach other teachers. Those teachers have gone into classrooms to observe teachers in practice. Through their observations, they were able to provide feedback to individual teachers regarding what is going well in their classrooms and suggest how they can grow in their practice.

Guide for Instructional Leadership Team

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

- All team members have equity of voice and are actively engaged in asking questions.
- Celebrate small wins and improvements.
- Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 **2** 3 4

For the 2015-2016 school year, there have been numerous opportunities for professional learning. Professional learning is an integral part of the climate and culture at Harvard.
Teachers meet weekly during cluster meetings according to their specific grade band and/or subject area. These meetings serve as structured time for teachers to collaborate and reflect on planning and their teaching practice. In these meetings, teachers also analyze and reflect on student data. Cluster meetings are also opportunities where administrators and teachers read and discuss research about best practices in planning and instruction.

Outside of weekly cluster meetings, Harvard offers several onsite professional development opportunities throughout the course of the school year. Teachers have the opportunity to come after school and engage in professional learning with their colleagues on various subject areas and topics pertaining to instructional best practices. These PDs are typically offered for ELA and mathematics.

Within Harvard's network, there are also professional learning opportunities offered for several subject areas and topics including but not limited to Special Education, Behavior Management, Science, Social Studies, etc. Typically, at least one teacher from the Harvard staff will attend these professional developments.

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

- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1   2   **3**   4

> Teacher schedules are created to maximize literacy and math instruction. K-5th grades receive 2.5 hours of literacy and 1.5 hours of math everyday. Teachers have collaborative periods built into their schedules for each grade band as well as primary, intermediate, and upper. Teachers are retained at a rate of 87% each year, there has been difficulty in retaining diverse learning teachers. Exit interviews have not been a part of teacher transitions from the school.
> Related service providers are used to provide support for diverse learning and general education teachers, particularly supporting the MTSS process. These providers have also assisted in multiple crisis situations and tier I SEL instruction.
>
> Community partners (Girl Scouts, Faithwalk International, Jack and Jill) are an integral part of after school programming, providing tutoring and extra curricular activities.
>
> All purchases are made in alignment with CIWP and current curricular needs. Funds were used to address the priority goals each year, literacy, math, attendance. Most purchases are made prior to school starting to have materials available all year, however the budget is spent evenly over the school year. Strategic vendors are used as much as possible unless a less expensive alternative is available. Both teachers and admin have secured grants for additional programming and goods for the school community.
>
> Lead teachers have played a role in the interview process attending hiring fairs and network events to seek the best possible candidates for the school community. Lead teachers are beginning to become an integral part professional development and coaching.

Guide for Aligned Resources
- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.

- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

> With the implementation of Engage NY in mathematics and CKLA and ? Learning for literacy, the students have been exposed to a rigorous and standards based curriculum. The curriculum has provided opportunities to make connections to a variety of grade appropriate text, across various genres and with varying levels of complexity. All learners have had the opportunity to demonstrate core knowledge and skills through the use of supplemental materials directly aligned to the curriculum. However, there is a level of inconsistency with the incorporation of real world applications across the classrooms.

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1 **2** 3 4

> Through the use of small group instruction and after school targeted groups, all students have access to the content through scaffolding and differentiation. However, according to the Five Essentials survey in the area of English Instruction Harvard scored 69-strong and 89-math, thus demonstrating the disparity between the use of connected instructional materials from one content area to the next. Through the Instructional Leader's observations of instructional materials (i.e. lesson plans, small group plans, and reteach plans) there is evidence that teacher's plans reflect a limited range of pedagogical approaches suitable to student learning of the content/skills being taught. The teacher demonstrates some understanding of prerequisite learning, although knowledge of relationships among topics may be inaccurate or incomplete.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> Most teachers convey that with practice and perseverance students can reach desired goals. Where that is evident the teacher conveys high learning expectations for all students. The teacher's questions are low- and high-level, open-ended, and developmentally appropriate, requiring student thinking, and promoting understanding. These teachers require students to provide evidence of their thinking and construct viable arguments based on evidence. Most of their tasks are aligned with standards-based learning objectives. However, the teacher's pacing of the lesson is partially appropriate, and/or tasks are partially sequenced to build students' depth of understanding. The teacher's grouping of students is intentional but does not lead to student mastery of the content/skills.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**

- **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
- **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
- **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
  - ○ **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- ○ **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- ○ **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

Teachers are sometimes active in serving students and work to ensure that all students receive a fair opportunity to succeed in school, college, career, and life through a school sponsored high school fair and classroom informational sessions. In addition, students are exposed to opportunities to collaborate with network based high schools, in effort to ease the transition from elementary school. Attendance is heavily monitored and incentives are provided to promote the connection between high school,college and career success. This evident through maintaining a 95% daily attendance rate.Students are consistently exposed to opportunities to creating goals and mapping out their success for district mandated test. The goal setting has equipped students with the ability to plan their academic success.

Guide for Transitions, College & Career Access & Persistence

- ○ **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1 **2** 3 4

The adopted curriculum for school year 2015/2016 is EngageNY for Math and ELA. Teachers implement small group instruction within their reading and math blocks. Lesson plans are due on a biweekly basis, and teachers have aligned small group instruction to the needs of the students based on NWEA RIT scores. This targeted instruction has assisted with ensuring that students meet and exceed their goals. Through a series of teaching and learning cycles (quarterly, weekly), teachers have been able to instruct, assess, correctively instruct, and re-assess. With the use of formative and summative assessments, teachers have been able to utilize this data to modify instructional approaches introduced to students after misconceptions have been revealed.

Teachers extend strategies throughout the year and revisit previous concepts by activating prior knowledge. For example, math teachers have anchor charts that highlight problem solving steps and these steps are then posted and remain throughout the year. The teachers then refer to the posters throughout the year in specific lessons when needed. The same concept applies for reading as teachers also extend learning concepts into small groups. If students are learning about civil rights in reading/ social studies, the teachers pull appropriate grade level books to use in small groups to grow the students' schemas.

Through lesson planning, teachers have to craft text dependent questions that are centered on the text of focus for the next two weeks. These text dependent questions are then presented to students during the lesson for grade 3-8 and as exit tickets for students in grades K-2. While students read the targeted text for the day, they are provided with the opportunity to read, write, and speak about the text. Student responses are then archived within graphic organizers provided via EngageNY material. In regards to math, teachers present students with multiple problems that require them to take specific steps to complete. These application problems involve several skills that students need to take in an effort to solve the problem correctly. Additionally, these content specific teachers make the effort to scaffold questions so that all students are able to access the problem at hand. Increasing student discourse has been another strategy used within the math classrooms in order for students to share the strategy they used to solve a problem versus another student in the classroom. This exposes students to a variety of methodologies that can be taken to assist with finding the solution to a problem and what part the solution has within the problem.

Teachers promote the emergence of self-directed learning via 1-1 meetings. During these meetings the teacher and student discuss current levels and future goals. Using RIT levels and the learning continuum as a guide, students are exposed to their strengths as well as their weaknesses. Students use the chosen skills/concepts as review and enrichment. Students can express mastery in a variety of ways including projects and completion of rigorous above grade level tasks. For example, students studying evolution compared the DNA of a variety of classes of animals and individually compared human DNA to Chimpanzees and Rhesus to assess ancestry. In reading, students receive projects where they are asked to create a biography about a person or present plot elements of a book they read independently. In math, extension problems are provided weekly for students to apply concepts and demonstrate mastery.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

Tier 1
Academic: EngageNY for ELA and Math
SEL: Social Emotional Learning curriculum through the use of Second Step lessons. These lessons are taught once a week.In addition to morning meeting that teachers have incorporated in order to establish a safe climate and culture within the classroom.

Tier 2
Academic: Small group targeted instruction for math and ELA
SEL: Peace circles for targeted classrooms.

Tier 3
Academic: Intensive small group instruction: Resources include LLI, sight word mastery, System 44, Read 180, and VMath
SEL: Individual behavior plans, one-on-one check in's with the social work intern and anger coping groups facilitated by the counselor.

Second step lessons are taught every Monday in every class. Concepts learned are extended in discussion throughout the week and infused in the curriculum. For example, when learning about considering multiple perspectives in a conflict, the reading teacher infused this language when analyzing the character's perspective in a book.
Harvard works closely with Alternatives Inc., a company that implements peace circles, peer mediation and anger coping groups with fidelity in our school. Peace circles run daily. The peer mediation group is comprised of students who have been developed and trained to lead them.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.

- TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1   2   3   **4**

> The established assessments that have been embedded within the academic year include MAP for ELA and Math(Fall, Winter, and Spring), Quarterly assessments(ANet), Biweekly assessments (EngageAUSL), and daily formative assessments (EngageNY). MAP provides RIT scores for each student and for Math and ELA. Quarterly assessments provide results of items aligned to standards that students answered correctly in addition to open ended application based problems and writing responses. Biweekly assessments for both ELA and Math are aligned to EngageNY. Students are provided with multiple choice and open ended questions that are aligned to the focus standard(s) for the week. Exit tickets are included within daily lessons, if not, teachers create exit tickets linked to the lesson taught that will provide data that is measureable. After the quarterly assessments teachers create action plans to reteach misconceptions found through data analysis. Reteach is targeted toward students who missed concepts that were taught extensively. Students are assessed again at the end of the reteach cycle. Finally, teachers maintain student work files in order to access tangible evidence of student progress.

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

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

Evidence, Measures, and Standards

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

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Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1   2   **3**   4

Harvard is continuously working to develop an environment and atmosphere that the importance of education and all it takes to receive an education. With the Five Essentials survey, Harvard receive and overall score of sixty-eight for ambitious instruction. This translates to strong. Ambitious instruction includes English instruction, math instruction, academic press, and quality of student discussion. Students, at Harvard, do well with attending class. However, students as a whole struggle with turning in homework. This has a lot to do with students understanding the work, understanding the importance of completing homework, feeling successful in completing the homework, and having an environment that is supportive in the completion of homework.

When in class, students do not always focus in order to receive the strategies and skills necessary to complete given assignments. This is tied to their ability to persevere through challenges and obstacles. Although students are offered a push and encouraged, in many classes, to think the best and try, the idea of perseverance is still a foreign matter to students. Nonetheless, the overall tone of the school reflects the idea that education is the key to a wonderful future. The work is being done to move students from struggle to success.

Expectations for students are high. Students are informed and strongly encourage to come to school everyday with the necessary tools. This includes but is not limited to completed homework, pencils, notebooks, highlighters, etc. Upon arrival in the classroom, students are pushed to focus, interact in academic discussions, work on given classwork, collaborate with peers as well as teachers, and encourage one another to succeed. Although more students are moving towards understanding the importance of receiving their education, there are some that have not grasped the concept of doing their best in school.

Hard work and completion of tasks are concepts that are strongly encouraged in as well as outside the classroom. Students are pushed to give their best with classwork, tests, homework, in ancillary classrooms, and with extracurricular activities. Harvard has seen an exciting increase in students pushing to achieve becoming energized when they achieve success in areas that were once difficult. A lot of the credit can be attributed to teachers, staff, and administration that continue to come to work daily with the idea that the are pushing the students toward positive change. The teachers, staff, and administration are strongly invested in seeing students work hard and do better.

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

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

Relational Trust:

Score

1 2 **3** 4

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.

Harvard, with the Five Essentials Survey received a score of fifty-six for collaborative teaches. This is considered neutral. However, Harvard did receive a sixty-one for a supportive environment. This is considered strong. The area of relational trust includes collaborative practices, collective responsibility, quality professional development, school commitment, and teacher-teacher trust. All of these areas are high at Harvard with the exception of school commitment. This interest group received a low or weak rating of thirty-one. This is due to the number of teachers who have taught but moved on to other schools within the last few years. This is due to either better job offers, change in life (marriage, baby, etc), less stress, and/or more support. With the supportive environment, this area includes peer work for academic support, academic personalism, safety, and student-teacher trust. More students are receiving connection from teachers through before and after school academic help, exposure to information regarding high school, college, and life in general, as well as opportunities to discuss situations that arise before, during, and after school with peers. Students, by many teachers, and shown a large portion of caring and concern for their academic success as well as personal success. The warmth between teachers and students is an area that needs growth and nurturing. Last, the school does well as far as being culturally sensitive. Measures are in place that allow students and families to receive help, when needed. This includes supplying uniforms when families are unable to purchase them, assisting and/or paying for field trips for needy families, and giving bread to large families on Thursdays and Fridays during the bread giveaway.

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

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

Students are offered multiple opportunities to engage in school beyond the school day. In addition to multiple sports teams, students can participate in monthly intramural sporting activities. Academic teams include debate and Lego robotics. Students have opportunities to participate in social development programs such as Girl Scouts and small group mentoring. The school has partnered with community organizations to provide choir and Saturday reading programs for primary students.

Five E data reflects the students feel they are able to receive support from staff and teachers. Students also report they feel the environment is safe. The school invest in SEL tier 1 interventions Second Step and peer conferences. Students are given a voice to solve problems with peers.

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

Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1   2   **3**   4

> Harvard received a score of 61(strong) for Supportive Environment on the 5 Essentials Survey. There are clear procedures in place for reporting and responding to safety concerns. Classroom routines and procedures are in place to maximize instructional time. There are some issues around transitional times to and from activities. This includes but is not limited to noise levels in the hallway and bodies available to monitor student activity. Although expectations are taught, modeled, and reinforced for all areas of the school, the level of active supervision varies among staff members. This is evident during transition times.

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

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

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and

Score

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

1 2 3 **4**

Each classroom is strongly encouraged to develop their own behavior management plan to address the behavior needs of their classroom. With a behavior plan, an incentive plan is also strongly encouraged in order to focus on students who are following the expectations of the classroom as well as the school. In order to help students develop the skills needed to communicate with their peers, Second Step lessons are conducted every Monday with review throughout the week. When situations arise, peace circles are conducted in order to extinguish the sparks that can create fires. A team meets at least twice a month to address the needs of the school brainstorm how to approach them as well as fix areas of concern. When classroom situations arise, teachers may utilize the Google Doc in order to write students up. In order to improve behavior, change in work setting, behavior plans, and conferences can be conducted in order to improve behavior. For students who present signs of severe behavior, they are referred for MTSS behavior management. If eligible, students receive necessary supports.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration

Score

1 **2** 3 4

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.

> Parent arrival in the school is greeted by an adult that request that adults sign-in. From there, parents are directed towards the office where more information can be received. All individuals that parents meet strive towards displaying professionalism and meeting the needs of parents. According to the five essential survey, however, Harvard received a rating of weak in terms of teacher-parent trust, parent involvement in school, and parent influence on decision making in schools. Frequent communication, with parents, is conducted by teachers. Communication takes place with the assistance of school and individual classrooms, mass calls, class dojo email and text, and parent contact sheets in order to keep accurate records. In order to further communication, home visits are conducted once students have been absent for ten days. For students who are continuously tardy, their parents are notified at Parent/Teacher Conferences and notices are sent home with students in an effort to inform parents are make changes. All parents are provided with a student handbook at the beginning of the school or when they enroll in the school.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Harvard will move from the first quartile of growth to the second quartile. This is important because reading growth has declined making it a priority for professional development.	64.00	7.00	40.00	50.00
National School Growth Percentile - Math				

Harvard will move from the second quartile of growth to the third quartile. Math has shown a steady increase over two years. It is important to focus on math growth to maintain and increase growth.	23.00	34.00	50.00	55.00

% of Students Meeting/Exceeding National Ave Growth Norms

Harvard will ensure that the percentage of students meeting and exceeding growth norms will increase to directly impact the number of students achieving attainment.	54.50	*(Blank)*	55.00	60.00

African-American Growth Percentile - Reading

This is an important priority group because over 98% of students are African-American. Growth must stabilize in reading to ensure student success in high school.	64.00	7.00	40.00	50.00

Hispanic Growth Percentile - Reading

N/A	*(Blank)*	*(Blank)*	0.00	0.00

English Learner Growth Percentile - Reading

N/A	*(Blank)*	*(Blank)*	0.00	0.00

Diverse Learner Growth Percentile - Reading

Harvard will move from the first quartile to the second quartile. Traditionally diverse learners have not shown growth in reading. Diverse learners make up almost 20% of the school population, their growth rate should match the rate of the school.	2.00	1.00	20.00	30.00

African-American Growth Percentile - Math

This is an important priority group because over 98% of the students are African-American. Harvard will move from the second quartile to the third quartile. Students must continue to show growth so they are prepared for algebra, predictor of high school success.	23.00	34.00	50.00	55.00

Hispanic Growth Percentile - Math

N/A	*(Blank)*	*(Blank)*	0.00	0.00

English Learner Growth Percentile - Math

N/A	*(Blank)*	*(Blank)*	0.00	0.00

Diverse Learner Growth Percentile - Math

Harvard will move from the first quartile to the second quartile. Traditionally diverse learners have shown small incremental growth in math. Diverse learners growth should mirror that of the entire school.	21.00	26.00	34.00	40.00

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

Harvard will increase the number of students achieving on grade level each year. Only when students reach attainment can we truly prepare them to be college ready.	7.00	4.00	15.00	20.00

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

Harvard will increase the number of students achieving on grade level each year. Only when students reach attainment can we truly prepare them to be college ready.	13.00	13.00	20.00	25.00

National School Attainment Percentile - Reading (Grade 2)

Harvard will continue to increase the number of students achieving at grade level. Students on grade level at the end of 2nd grade are better prepared for third grade content and will make greater gains in third grade.	4.00	1.00	10.00	15.00

National School Attainment Percentile - Math (Grade 2)

Harvard will continue to increase the number of students achieving at grade level. Students on grade level at the end of 2nd grade are better prepared for third grade content and will make greater gains in third grade.	11.00	4.00	15.00	20.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	*(Blank)*	*(Blank)*	0.00	0.00

Average Daily Attendance Rate

Harvard has made stable attendance growth for three years. Attendance will remain a focus to ensure all students are in school learning.	93.90	94.30	95.25	95.50

My Voice, My School 5 Essentials Survey

Harvard will move from organized to well organized to reflect readiness for whole school improvement.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
% of 3rd - 8th Grade students On Track				
Percentage of students on track per grades and attendance	39.00	44.00	50.00	55.00
% of Selective Enrollment Acceptance				
Percentage of students accepted to selective enrollment high schools	10.00	9.00	10.00	12.00
Look and Feel %				
Overall school environment and culture	86.00	91.00	95.00	97.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
develop our leadership team to provide coaching and professional development to deepen the impact of instruction and strengthen adult culture.	leadership team members will be ready to facilitate continuous improvement cycles to impact teaching and learning through consistent peer interactions.	regular feedback to all teachers, distribution of instructional leadership, and improved relational trust reflected in the results on the 5 Essential Survey.

Tags:
ILT, Distributed leadership, Instruction priorities, Professional learning plan, Leadership and collective responsibility

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop a professional development calendar for ILT	Principal/Asst. Principal	Jun 13, 2016 to Jun 30, 2016	Google DOC survey and Calendar	Not started

ILT, Professional learning plan

Action step	Responsible	Timeframe	Evidence for status	Status
Develop a school schedule that ensures cluster time is sacred	Admin team/Scheduling	Jun 19, 2016 to Jun 30, 2016	Completed school schedule	Not started

Scheduling, Collaboration

Plan out school instructional priorities and professional development calendar with the entire ILT	ILT	Jun 27, 2016 to Jul 15, 2016	Instructional priorities plan and PD calendar	Not started

Professional development, Instruction priorities, Leadership and collective responsibility

Develop a plan for peer observation including protocols for each part of observation cycle	ILT	Jul 1, 2016 to Jul 31, 2016	Written plan protocols	Not started

Instructional Coaching, Instructiion, Teachers, Peer observation, Teacher leadership, Teacher feedback

Implementation of peer observation cycles	ILT	Aug 29, 2016 to Jun 1, 2017	completed protocols, teacher feedback	Behind

Instruction, Cycles of learning, Peer observation, Teacher collaboration

Strategy 2

If we do...	...then we see...	...which leads to...
engage teachers in targeted professional development cycles aligned to school goals	rigorous instruction aligned to common core learning, student managed classrooms,	increased achievement data, decrease in student behavior infractions

Tags:
Behavior and Safety, Academic gain, Common core state standards, Goal setting, Academic rigor

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop a PD calendar that identifies time for follow up and feedback on implementation	ILT	Jul 24, 2016 to Aug 19, 2016	PD Calendar	Not started

Professional development, Cycles of continuous improvement, Calendar

Collect data (surveys, student achievement, observation data) to determine priority topics for PD	ILT	Jun 13, 2016 to Jul 2, 2016	PD Calendar (objectives and outcomes)	Not started

Professional development, Data anaysis, Calendar

Implementation of PD plan	ILT	Aug 29, 2016 to Jun 1, 2017	Agendas, PD exit tickets	Not started

Professional development

Strategy 3

If we do...	...then we see...	...which leads to...

| provide multiple opportunities for parents to visit the school and interact with staff | parent engagement and support for learning beyond the school day | an increase in parent involvement including parent volunteers, increased student attendance, higher percentage for report card pickup, and increased parent satisfaction. |

Tags:
Attendance, Parental involvement, Partnerships, Student-led

Area(s) of focus:
5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Establish a parent engagement team	ILT	Jun 27, 2016 to Jul 24, 2016	Team members, agendas, objectives	Not started

Parental involvement, Distributed leadership

Action step	Responsible	Timeframe	Evidence for status	Status
Determine dates for school wide parent activities on school calendar.	ILT	Jul 17, 2016 to Aug 6, 2016	School Calendar	Not started

Parent involvement, Calendar

Action step	Responsible	Timeframe	Evidence for status	Status
Collect survey data after each parent event	Parent engagement team	Aug 29, 2016 to Jun 1, 2017	Survey Data	Not started

Data, Data anaysis

Strategy 4

If we do...	...then we see...	...which leads to...
build relationships with parents and students	increased motivation to come to school	student attendance above 95%

Tags:
Attendance, Parental involvement, Attendance plan

Area(s) of focus:
1, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Use parent engagement team to build inschool parent interactions during the school day	Engagement Team	select	number of parents visiting the school regularly	Not started

Parental involvement

Action step	Responsible	Timeframe	Evidence for status	Status
Build plan for top 20 truant students attaching them to specific staff members to monitor plan	Admin, counselor	Jul 1, 2016 to May 1, 2017	decrease the number of truant students	Not started

Attendance plan

Action step	Responsible	Timeframe	Evidence for status	Status
Celebrate attendance on a daily basis with small meaningful incentives	Teachers, Counselors	Aug 1, 2016 to Jun 22, 2017	increased attendance rate	Not started

Attendance plan

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Develop a professional development calendar for ILT Tags: ILT, Distributed leadership, Instruction priorities, Professional learning plan, Leadership and collective responsibility, ILT, Professional learning plan	Principal/Asst. Principal	Jun 13, 2016	Jun 30, 2016	Not started
✚ Develop a school schedule that ensures cluster time is sacred Tags: ILT, Distributed leadership, Instruction priorities, Professional learning plan, Leadership and collective responsibility, Scheduling, Collaboration	Admin team/Scheduling	Jun 19, 2016	Jun 30, 2016	Not started
✚ Plan out school instructional priorities and professional development calendar with the entire ILT Tags: ILT, Distributed leadership, Instruction priorities, Professional learning plan, Leadership and collective responsibility, Professional development, Instruction priorities, Leadership and collective responsibility	ILT	Jun 27, 2016	Jul 15, 2016	Not started
✚ Develop a plan for peer observation including protocols for each part of observation cycle Tags: ILT, Distributed leadership, Instruction priorities, Professional learning plan, Leadership and collective responsibility, Instructional Coaching, Instructiion, Teachers, Peer observation, Teacher leadership, Teacher feedback	ILT	Jul 1, 2016	Jul 31, 2016	Not started
✚ Implementation of peer observation cycles Tags: ILT, Distributed leadership, Instruction priorities, Professional learning plan, Leadership and collective responsibility, Instruction, Cycles of learning, Peer observation, Teacher collaboration	ILT	Aug 29, 2016	Jun 1, 2017	Behind
✚ Develop a PD calendar that identifies time for follow up and feedback on implementation Tags: Behavior and Safety, Academic gain, Common core state standards, Goal setting, Academic rigor, Professional development, Cycles of continuous improvement, Calendar	ILT	Jul 24, 2016	Aug 19, 2016	Not started
✚ Collect data (surveys, student achievement, observation data) to determine priority topics for PD Tags: Behavior and Safety, Academic gain, Common core state standards, Goal setting, Academic rigor, Professional development, Data anaysis, Calendar	ILT	Jun 13, 2016	Jul 2, 2016	Not started
✚ Implementation of PD plan Tags: Behavior and Safety, Academic gain, Common core state standards, Goal setting, Academic rigor, Professional development	ILT	Aug 29, 2016	Jun 1, 2017	Not started
✚ Establish a parent engagement team Tags: Attendance, Parental involvement, Partnerships, Student-led, Parental involvement, Distributed leadership	ILT	Jun 27, 2016	Jul 24, 2016	Not started
✚ Determine dates for school wide parent activities on school calendar. Tags: Attendance, Parental involvement, Partnerships, Student-led, Parent involvement, Calendar	ILT	Jul 17, 2016	Aug 6, 2016	Not started
✚ Collect survey data after each parent event Tags: Attendance, Parental involvement, Partnerships, Student-led, Data, Data anaysis	Parent engagement team	Aug 29, 2016	Jun 1, 2017	Not started
✚ Use parent engagement team to build inschool parent interactions during the school day Tags: Attendance, Parental involvement, Attendance plan, Parental involvement	Engagement Team			Not started
✚ Build plan for top 20 truant students attaching them to specific staff members to monitor plan Tags: Attendance, Parental involvement, Attendance plan, Attendance plan	Admin, counselor	Jul 1, 2016	May 1, 2017	Not started
✚ Celebrate attendance on a daily basis with small meaningful incentives Tags: Attendance, Parental involvement, Attendance plan, Attendance plan	Teachers, Counselors	Aug 1, 2016	Jun 22, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

⦿ NCLB Schoolwide Program

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

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

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

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> Parents will be involved through regular parent meetings and working with the parent engagement team to increase awareness around Title I. Parents will also engage in the work of reviewing the CIWP strategies and action step.

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 will be notified of the dates by newsletter and invitation, including rob calls. The Title I Annual Meeting will occur on September 14, 2016 and the Title I PAC Organizational Meeting will occur on September 22

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.

> Information regarding Title I will be disseminated via newsletter and parent open house and first quarter report card pickup.

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.

> Harvard will use suggestions from PAC meetings as data for the parent engagement team. Both the LSC and the ILT will monitor how these suggestions are implemented.

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.

> Parents will receive this report at both the open house and the 1st quarter report card pickup.

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.

> Parents will receive written notification when their child is not taught by a highly qualified teacher within two weeks.

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.

> This will be accomplished during open house and quarterly parent meetings. Parents will also have opportunities to attend workshops focused on student assessments presented by classroom teachers.

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.

> Harvard will have literacy and math nights to keep parents involved in student learning. Harvard will continue partnerships with the 400 building so parents can take advantage of classes to improve their computer and literacy skills.

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 parent engagement team is responsible for providing professional development on increasing parent partnerships across all grade levels. This team will collaboratively work with staff members, parents, and community partners to increase parent involvement and the number of parent programs available at the school.

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.

> Harvard will continue to includes parents and staff from Headstart in all school wide activities to keep parents involved.

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.

> Newsletters, robocalls, marquee, invitation flyers

Policy Implementation Activities

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

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

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

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

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

> n/a

Parent Compact   Complete

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

> Harvard School of Excellence promotes a rigorous academic experience emphasizing literacy, mathematics, science, technology, fine arts, and healthy living tailored to meet the needs of every student at each stage of his/her development. Harvard's commitment to providing a rich, well-rounded education is reflected in our positive, student-centered approach which encourages students to cultivate a strong sense of personal integrity, discipline, and community responsibility in order to compete in a global workplace.

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.

> Open House September 14, 2016; Report Card Pick Up November 9, 2016 , 8th Grade Check In November 30, 2016, Report Card Pick Up April 19, 2017

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

> Every 5 weeks parent will receive a progress report or a report card these will be given to students and distributed at report card pick up. All individual administrative meetings with parents will include a current progress report of student achievement.

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

> Parents can call or make an appointment to meet with teachers and/or administration during teacher preparation periods or before/after school hours.

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

> Parents are encouraged to volunteer regularly during class time to support learning of all students. Parents are also encouraged to go on fieldtrips and support special school wide activities. They must first complete a volunteer application before volunteering on a regular basis.

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

> Through the school's monthly newsletter and teacher communication parents will receive information on how to support students with all class assignments. Parents will receive frequent communication regarding student attendance and improving their child's attendance from administration. Parents of students in grades 3rd - 8th are encouraged to check their child's agenda book regarding daily assignments.

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

> Every parent meeting will include current attendance information and achievement data. Parents are encouraged to provide suggestions for school wide improvement during these 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 will be made aware of their individual achievement data and set individual goals with their teachers. Teachers will model organization strategies while the school will provide materials for their success. All staff will frequently inquire about students success and their college and career goals. Students are encouraged to attend before/after school, Saturday, and intercession intervention programs to receive individualized tutoring.

Parent Budget   Not complete

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

> *(Blank)*

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

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

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