



Wendell Smith Elementary School (/school-plans/402) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/26/2016	Tiffany Brown, Kamilah Hampton	Network 13 CIWP Meeting

04/08/2016	Hill, Drumgoole, Briggs, Jacobsen, Starkes, Haas, Jones, Lawson, Treadwell, Brown	CIWP SEF Prioritization Ranking and Rationale
04/14/2016	Jones, Lawson, Starkes, Haas, Jones, Treadwell, Hill, Briggs	TOA, Strategies, and Action Steps
04/01/2016	Jones, Lawson, Brown, Treadwell	CIWP Overview/SEF and Prioritization Ranking
05/02/2016	Brown, Treadwell, Haas, Briggs, Jacobsen, Starkes, Haas, Jones, Lawson	TOA, Strategies, and Action Steps

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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At the beginning of every school year, as a team, we revisit the school mission and vision. This is done to provide every stakeholder with a clear picture of the expectations and beliefs of the school. This is not only shared with the teaching staff, but it is also shared with the parents, students, and community. School wide data, trends and the goals for the current year are shared.

Also, during the professional development days, the Five Essential data is shared with the team and an action plan is created to determine next steps for improvement. The action plan is created in grade bands and teachers are provided with an opportunity to discuss strengths, weaknesses and areas of growth. This information is then used to shape our strategic plans for the school year.

There is only some teacher buy in, however, the principal solely drives many of the initiatives identified in the strategic plan.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	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

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

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The Instructional Leadership Team meets on a bi-weekly basis throughout the school year. When we meet we analyze data for trends and identify next steps as a team. Some of our focus topics have been 2nd grade attainment, 3rd-8th MAP Growth/Attainment and school wide attendance with a focus on high targeted students. During these discussion, we have identified and planned next steps using the Root Cause Analysis protocol. In some cases, the ILT does not revisit and evaluate the effectiveness of implementation and determine next steps, if applicable.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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Teachers and staff are provided with ongoing professional development to enhance their pedagogical knowledge, content and to support a change in their practice. In some cases PD is provided on a weekly basis to select groups of teachers. The PD is differentiated and is often created based on individual and school wide trends. PD topics are identified based on survey's as well. Teachers and staff members are also encouraged to attend network professional development and other professional development opportunities that arise. Peer observations, collegial school visits and coaching is used to further enhance the knowledge of teachers and to provide additional support. Teachers are allowed “safe” practice time to try to implement new strategies, skills and ideas that have been learned through professional development. Some professional development is principal directed with little, to no, teacher input.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Resources for the school are allocated per the CIWP. Teachers are provided with instructional items to enhance or support instruction. Based on learning trends obtained from data instructional materials and resources are allocated to the necessary priority area.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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The curriculum that we implement for literacy and math is critical to the success of our students. We implement the network Math and Literacy scope and sequence with fidelity. Additional resources are purchased and used to adequately address any deficits or gaps within the curriculum. Teachers work to identify the specific essential understandings to ensure that all of the necessary content is covered. On the contrary, we do lack advanced course work for those students who are able to perform at an advanced level. Also, most of our planning is done at a vertically level, which impacts teachers ability to understand prerequisite skills that are necessary in order for students to be successful.

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

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The instructional materials that we used are aligned to our scope and sequence and allows us to teach the grade level specific standards outlined. The materials allow for flexible groups because it provides differentiated methods to be utilize to support our diverse population. Teachers use a wide variety of materials to enhance the learning experience such as videos, music, dictionaries, etc. These materials are used to further support students understanding of the content being taught. In some cases, students are provided with minimal choice, however, it is still deeply teacher guided. Previously we allocated additional funding to purchase a wide variety of instructional materials, however, this year we have not been able to due to budgetary constraints.

Guide for Instructional Materials

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

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

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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We have some resources that align with MAP such as Ten Marks, IXL that is rigorous. However, it is challenging to find materials at varied levels that support our diverse learning population. Many of the materials that are used are grade level, whereas, many of our students are well below grade level and they struggle with the task. Also, teachers are not confident in their ability to always expose students to high quality instruction that reflects the shifts in Math and Literacy. In some cases, students are provided with opportunities to take personal ownership of their learning but this is not the norm across all grade levels. Student work is analyzed mostly at the grade level. Students have not begun to examine their work or the work of peers to further enhance their learning experience.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ 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:

Score

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

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As a school community we initially focused on promoting a college and career rich environment, where students were engaged in meaningful conversations and dialogue. There are some structure in place that allow for exposure but only at a minimal level. Students in specific grade levels have been provided with the opportunity to be exposed to secondary and post secondary options. The case manager has also provided weekly support to the students about transitioning from the elementary level. At the primary level, teachers created an unit that focused specifically on career choices. There needs to be a greater emphasis on college, career and beyond.

Guide for Transitions, College & Career Access & Persistence

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

process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with:

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

1 2 3 4

The teachers and staff are continuously working to perfect the implementation of high leverage instructional skills. Teachers have learned a vast amount of strategies and tools to be able to provide students with high quality instruction. Teachers provide students with "just right" instruction through the use of RIT groups and differentiated instruction on a daily basis. Student mastery is monitored through various online technology platforms. The information yielded from the assessments provide teachers with meaningful information that allows them to adjust instruction and the resources that students use.

Guide for Instruction

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

- Change instructional practice based on analysis of current data.
- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
- Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Behavioral and academic MTSS has been implemented school wide. Teachers have been provided with ongoing professional development to continue to enhance their knowledge and to provide them with additional resources and tools. MTSS topics are discussed monthly at grade level meetings by the case manager, diverse learner teachers and other school personnel. We have a vast amount of resources that are used, however, we need to be more strategic in how we categorize and prioritize the use of the resources. We need to ensure that parents are aware and have a better understanding of the MTSS process.

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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1 2 3 4

We use a variety of resources to create assessments that can measure the depth and breadth of student learning. The resources that are used are determined by the teacher and/or grade level. In some cases, teacher understanding of the data and how to plan effective next steps is inconsistent. Teachers need additional support and understanding on how to effectively monitor student progress toward specific goals and how to effectively use data that is responsive to the needs of all students, including diverse learners.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students,

families, postsecondary institutions, and prospective employers.

- Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student’s education.
- Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 **2** 3 4

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

As a school community we have high expectations for students and for learning, however, this belief is not always embraced by the students and/or parents. The mindsets of the parents and the students have not fully developed yet, however, we are continuing to strive to help them develop in this area through various methods. There are many external factors that contribute to this notion. As a school community we are continuing to work hard to persevere and help establish and promote a culture for learning.

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 **2** 3 4

Most students have a staff member and/or teacher that they feel connected in a way that allows for them to maintain a trusting relationship. These relationships are characterized by students ability to have a positive relationship that is respectful and genuine. Every student has access to an adult and adults those are very sensitive to the social emotional needs of the students that they interact with. Most of the interactions are positive, caring and respectful in nature.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Most, not all of the students use their voice within the school community to enhance it in a positive manner. Students will often use their voice in a negative manner that impacts the school greatly. There is some student interest in learning, however, it is not consistent across all grade levels and students. All of the students in the school have access to academic and enrichment opportunities in some capacity. Students are beginning to learn how to use their voice and to take action through the student council. Decisions that affect the student body are being encouraged. There is some student investment in the school.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

Overall, the school community as a whole is safe and there are specific expectations that are upheld to protect the integrity of the learning environment and school community. There are specific behavioral expectations that teachers, parents, students and the community are expected to adhere to. Staff members work to actively maintain a safe, and orderly school environment. Professional development opportunities are provided for teachers and staff that need additional support in improving the safety and support of their classrooms.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Behavior expectations are taught and reinforced on a regular basis. Clear expectations, routines and procedures are implemented school wide. Teachers are held accountable for teaching and monitoring classroom based expectations, routines and procedures. The dean of students work to support the environment and to assist with restorative conversations for staff, students and other community stakeholders. We need to identify more opportunities to reward the positive behavior on a more consistent basis. There is also evidence of restorative practices at all levels.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

We work to continue building strong parent partnerships through ongoing collaboration, celebrations and regular, timely communication. Parenting classes, parent events and other opportunities are provided to enhance the parent/school connections such as the Daddy/Daughter dance, weekly SGA parent meetings, grade level parent meetings and many other events. Parents have the opportunities to participate in various groups on a regular basis (PTSA, PAC, LSC etc.) Parent communication is often one way. Opportunities to increase parent voice is necessary at every level.

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)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

1 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1	2	3	4	5	0
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2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	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 depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
N/A	98.00	57.00	99.00	99.00
National School Growth Percentile - Math				
N/A	67.00	36.00	84.00	85.00
% of Students Meeting/Exceeding National Ave Growth Norms				
N/A	66.20	(Blank)	65.00	68.00
African-American Growth Percentile - Reading				
N/A	98.00	55.00	99.00	99.00

Hispanic Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00
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English Learner Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00
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Diverse Learner Growth Percentile - Reading

N/A	99.00	(Blank)	99.00	99.00
-----	-------	---------	-------	-------

African-American Growth Percentile - Math

N/A	64.00	34.00	84.00	85.00
-----	-------	-------	-------	-------

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

N/A	72.00	(Blank)	91.00	92.00
-----	-------	---------	-------	-------

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

N/A	32.00	32.00	70.00	75.00
-----	-------	-------	-------	-------

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

N/A	15.00	25.00	50.00	55.00
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National School Attainment Percentile - Reading (Grade 2)

N/A	4.00	33.00	50.00	54.00
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National School Attainment Percentile - Math (Grade 2)

N/A	10.00	23.00	50.00	55.00
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% of Students Making Sufficient Annual Progress on ACCESS

M/A	(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

Students and staff will be encouraged to attend school daily and be an active participant in class.	93.20	95.40	96.00	96.33
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My Voice, My School 5 Essentials Survey

Increase all areas to well supported	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

3 of 3 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Students on Track				
Increase the number of students in grades 3rd-8th on track each quarter	(Blank)	41.00	50.00	55.00
TRC Proficiency				
Increase the number of students reaching proficiency from BOY to MOY and MOY to EOY	51.00	59.00	68.00	78.00
Student Tardies				
Decrease the number of student tardies by 25 % annually	4922.00	5809.00	4357.00	3268.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we address students specific learning deficits by providing professional development to build and /or expand teacher capacity on content and instructional strategies

then teachers will provide students with high quality instruction

which will lead to students meeting and/or exceeding the 70th (ELA) and 72nd (Math) , percentile growth measure on the national reading and math NWEA MAP assessments; and minimum of 75%, or better, of students in grades 2-8 meeting or exceeding national average growth composite norms on Reading and Math NWEA MAP Assessments; Student's meeting and/or exceeding their respective grade level EOY Dibels composite score and TRC level on the benchmark assessment.

Tags:
Instruction

Area(s) of focus:
1

Action step	Responsible	Timeframe	Evidence for status	Status
Design and implement instruction that uses formal and informal assessment instruments. Form a cross-functional curriculum team to agree upon common assessment practice by creating common rubrics, Incorporating performance task, and by providing time for cross-functional assessment review.	Reading and Math Teacher Leaders Admin	Aug 29, 2016 to Jun 29, 2018	(Blank)	Not started

High quality instruction/professional development

Implement Math and Literacy unit of study based on CCSS Network pacing guide with fidelity.	Teachers	Aug 29, 2016 to Jun 29, 2018	(Blank)	Not started
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Instructional planning

Use of NWEA data review to inform instructional and integration of Learning Continuum for small group instruction.	Teachers	Aug 29, 2016 to Jun 29, 2018	(Blank)	Not started
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Small group instruction

Intervention and/or enrichment blocks will be built into each grade level schedule to support student learning. Students grouped by RIT across classrooms on designated days and times of the week will occur. All staff will be included to provide instructional support for students.	ILT Teacher Team	Sep 12, 2016 to Jun 29, 2018	(Blank)	Not started
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Intervention, Enrichment

Strategy 2

If we do...

If we create a balanced assessment system with multiple assessment measures that effectively measures the depth and breadth of students learning

...then we see...

then we will obtain data to inform planning for instruction and academic supports

...which leads to...

which will lead to informing teachers instructional decisions thereby students will meet their academic growth targets by 75% .

Tags:

Balanced grading and assessment

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Adopt a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families across the entire school community. Create a grading system that documents students actual ability versus grade level learning standards.	ILT Teachers Students Admin	Aug 29, 2016 to Dec 19, 2016	(Blank)	Not started

Grading

Have students measure and analyze their own progress and proficiency; goal setting and student portfolios; student led conferences. Student document their progress against a defined set of criteria.	Students Teachers	Sep 5, 2016 to Jun 29, 2018	(Blank)	Not started
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Document student progress, Student portfolio, Student led conferences

Dedicate enough time for students to practice. Practice the right things – and often what one student needs to work on will be different from what another student needs. Practice should include review to consolidate knowledge and skills.	Students	Sep 5, 2016 to Jun 29, 2018	(Blank)	Not started
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Core Instruction

Establish vertical planning time for teachers and teacher leaders; Teacher leaders lead planning time with the Network/District expectations.

Admin Team
ILT

Sep 5, 2016 to
Jun 29, 2018

(Blank)

Not started

Vertical alignment

Strategy 3

If we do...

If we implement Common Core State Standards

...then we see...

then we will see rigorous student work samples that align with the standards

...which leads to...

which will lead to increased student attainment in K-8th grade in literacy and mathematics.

Tags:
Rigorous tasks

Area(s) of focus:
3

Action step ?

Grade level bands will collaborate and plan instruction to deliver high quality /rigorous instruction.

Responsible ?

Teacher
ILT

Timeframe ?

Sep 5, 2016 to
Jun 29, 2018

Evidence for status ?

(Blank)

Status

Not started

Teacher collaboration

Conduct summer professional development for Common Core lesson planning, assessment, use of DOK.

ILT
Teachers
Admin Team

Jul 11, 2016 to
Aug 29, 2016

(Blank)

Not started

Professional development

Develop and implement protocol for analyzing student work and identifying DOK level 3 and 4

ILT

Aug 8, 2016 to
Dec 23, 2016

(Blank)

Not started

Instructional practices

Increase Reading and Math stamina for complex text and task at DOK Levels 3 and 4

Teachers

Sep 5, 2016 to
Jun 29, 2018

(Blank)

Not started

Instructional practices

Strategy 4

If we do...

If we have a commitment to fulfilling a shared vision of success

...then we see...

then we will increase teacher leadership and focus on specific action items to improve teacher capacity and students achievement

...which leads to...

which will lead to building teacher efficacy and yield greater student achievement based on specific measurable action items tied to SQRP and 5 essential metrics.

Tags:
Shared leadership

Area(s) of focus:
4

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

As a school seek out resources from a variety of stakeholders, (Network/District, colleagues, administrators, external education partners- TregoEd to build the capacity of Teacher Leaders which will enable them to focus and prioritize on high leverage activities

ILT

Jul 11, 2016 to Dec 23, 2016

(Blank)

Not started

Professional development

Provide Professional Development in the application of CPS Framework for Teaching; Use the CPS Framework for Teaching to ground effective instructional guidance and coaching.

ILT
Administrative Team

Aug 29, 2016 to Jan 12, 2018

(Blank)

Not started

Professional development, Framework for teaching

Revisit School Mission and Vision Statement; Revisit School Core Values; Revisit School wide systems and procedure that affect school wide culture and climate

Parents
Community
Members
Teachers/Staff
Students
Admin

Jul 11, 2016 to Aug 31, 2016

(Blank)

Not started

Vision, Mission, Core values

Strategy 5

If we do...

If we develop trusting relationships between all school participants

...then we see...

then interactions between all school participants will reflect respect, warmth, and genuine concern for others

...which leads to...

which leads to positive academic and personal interactions among students and adults.

Tags:

Teacher-teacher trust & support, Student trust

Area(s) of focus:

5

Action step ⓘ

Staff members consistently follow, model and teach the Six Pillars of Character (Smith Core Values). These values should be evident in all school relationships, including teacher-teacher, teacher-parent, teacher -student.; Professional Development on effective discipline, Professional Development on Restorative Conversations, Professional Development on Self Care and Mindset

Responsible ⓘ

Dean of Students
SEL Lead

Timeframe ⓘ

Jul 11, 2016 to Jun 29, 2018

Evidence for status ⓘ

(Blank)

Status

Not started

Seek student voice and input to establish student voice and buy-in in the form of peer mentoring, Student Council, Student interest surveys, Reading Buddies (Intermediate to Primary; Upper to Intermediate)	Teachers Students	Sep 5, 2016 to Jun 29, 2018	(Blank)	Not started
Invite parents/community members to engage in school and classroom activities such as Celebrating Superstars events, Mystery Reader, Special Persons Day (Grandparent's Day) and other interactive, supportive opportunities.	Teachers Parents	Sep 5, 2016 to Jun 29, 2018	(Blank)	Not started

Family and Community Engagement

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Design and implement instruction that uses formal and informal assessment instruments. Form a cross-functional curriculum team to agree upon common assessment practice by creating common rubrics, incorporating performance task, and by providing time for cross-functional assessment review.</p> <p>Tags: Instruction, High quality instruction/professional development</p>	Reading and Math Teacher Leaders Admin	Aug 29, 2016	Jun 29, 2018	Not started
<p>✚ Implement Math and Literacy unit of study based on CCSS Network pacing guide with fidelity.</p> <p>Tags: Instruction, Instructional planning</p>	Teachers	Aug 29, 2016	Jun 29, 2018	Not started
<p>✚ Use of NWEA data review to inform instructional and integration of Learning Continuum for small group instruction.</p> <p>Tags: Instruction, Small group instruction</p>	Teachers	Aug 29, 2016	Jun 29, 2018	Not started
<p>✚ Intervention and/or enrichment blocks will be built into each grade level schedule to support student learning. Students grouped by RIT across classrooms on designated days and times of the week will occur. All staff will be included to provide instructional support for students.</p> <p>Tags: Instruction, Intervention, Enrichment</p>	ILT Teacher Team	Sep 12, 2016	Jun 29, 2018	Not started
<p>✚ Adopt a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families across the entire school community. Create a grading system that documents students actual ability versus grade level learning standards.</p> <p>Tags: Balanced grading and assessment, Grading</p>	ILT Teachers Students Admin	Aug 29, 2016	Dec 19, 2016	Not started
<p>✚ Have students measure and analyze their own progress and proficiency; goal setting and student portfolios; student led conferences. Student document their progress against a defined set of criteria.</p> <p>Tags: Balanced grading and assessment, Document student progress, Student portfolio, Student led conferences</p>	Students Teachers	Sep 5, 2016	Jun 29, 2018	Not started
<p>✚ Dedicate enough time for students to practice. Practice the right things – and often what one student needs to work on will be different from what another student needs. Practice should include review to consolidate knowledge and skills.</p> <p>Tags: Balanced grading and assessment, Core Instruction</p>	Students	Sep 5, 2016	Jun 29, 2018	Not started
<p>✚ Establish vertical planning time for teachers and teacher leaders; Teacher leaders lead planning time with the Network/District expectations.</p> <p>Tags: Balanced grading and assessment, Vertical alignment</p>	Admin Team ILT	Sep 5, 2016	Jun 29, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Grade level bands will collaborate and plan instruction to deliver high quality /rigorous instruction. Tags: Rigorous tasks, Teacher collaboration</p>	Teacher ILT	Sep 5, 2016	Jun 29, 2018	Not started
<p>✦ Conduct summer professional development for Common Core lesson planning, assessment, use of DOK. Tags: Rigorous tasks, Professional development</p>	ILT Teachers Admin Team	Jul 11, 2016	Aug 29, 2016	Not started
<p>✦ Develop and implement protocol for analyzing student work and identifying DOK level 3 and 4 Tags: Rigorous tasks, Instructional practices</p>	ILT	Aug 8, 2016	Dec 23, 2016	Not started
<p>✦ Increase Reading and Math stamina for complex text and task at DOK Levels 3 and 4 Tags: Rigorous tasks, Instructional practices</p>	Teachers	Sep 5, 2016	Jun 29, 2018	Not started
<p>✦ As a school seek out resources from a variety of stakeholders, (Network/District, colleagues, administrators, external education partners- TregoEd to build the capacity of Teacher Leaders which will enable them to focus and prioritize on high leverage activities Tags: Shared leadership, Professional development</p>	ILT	Jul 11, 2016	Dec 23, 2016	Not started
<p>✦ Provide Professional Development in the application of CPS Framework for Teaching; Use the CPS Framework for Teaching to ground effective instructional guidance and coaching. Tags: Shared leadership, Professional development, Framework for teaching</p>	ILT Administrative Team	Aug 29, 2016	Jan 12, 2018	Not started
<p>✦ Revisit School Mission and Vision Statement; Revisit School Core Values; Revisit School wide systems and procedure that affect school wide culture and climate Tags: Shared leadership, Vision, Mission, Core values</p>	Parents Community Members Teachers/Staff Students Admin	Jul 11, 2016	Aug 31, 2016	Not started
<p>✦ Staff members consistently follow, model and teach the Six Pillars of Character (Smith Core Values). These values should be evident in all school relationships, including teacher-teacher, teacher-parent, teacher -student.; Professional Development on effective discipline, Professional Development on Restorative Conversations, Professional Development on Self Care and Mindset Tags: Teacher-teacher trust & support, Student trust</p>	Dean of Students SEL Lead	Jul 11, 2016	Jun 29, 2018	Not started
<p>✦ Seek student voice and input to establish student voice and buy-in in the form of peer mentoring, Student Council, Student interest surveys, Reading Buddies (Intermediate to Primary; Upper to Intermediate) Tags: Teacher-teacher trust & support, Student trust</p>	Teachers Students	Sep 5, 2016	Jun 29, 2018	Not started
<p>✦ Invite parents/community members to engage in school and classroom activities such as Celebrating Superstars events, Mystery Reader, Special Persons Day (Grandparent's Day) and other interactive, supportive opportunities. Tags: Teacher-teacher trust & support, Student trust, Family and Community Engagement</p>	Teachers Parents	Sep 5, 2016	Jun 29, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The chairperson of the LSC/PAC will partner with administration to develop a strategic plan for increasing parent participation. Parents will be encouraged to participate in regular monthly PAC meetings and to attend all school functions. Bring your Parent to School days will provide parents with hands on experience in classrooms as they participate and engage in activities with their children. Parents will be invited and encouraged to attend school events such as Open House, Science Fairs, Award Assemblies, Book Clubs, Parent Trainings, Technology Exploration nights, Literacy and Math nights, and chaperoned field trips. Parents are also encouraged to become volunteers so that they can participate in school activities. In addition to meetings, parents will participate in the process of school review and improvement through surveys, emails, and school walk-throughs (Bring your parents to school)

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

The annual and organizational meeting will take place at Smith on Oct 21, 2016. During the open house this will first opportunity for parents to meet their new teachers and learn about their child's progress for the first 5 weeks of school. Parent opportunities will be outlined with dates provided as well such as Bring Your Parent to School Days, Report Card Pick Ups, Student led Parent Teacher Conferences, Awards Assemblies, etc. Parents will be encouraged to attend semester meetings for explanation of assessments and other student data. Parent-Teacher conferences are encouraged to review results and schedule each student for appropriate tutoring and/or enrichment classes before and/or after school. External Partners will also be present to meet and greet parents. Additional topics such as Gradebook Parent Portal, Promotion Policies, Internet safety, restorative justice, and Parent leadership and Advocacy for diverse learners will be discussed during scheduled meetings.

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.

Parents will be given information regarding the academic calendar, grading policy, promotion policy, media release, student code of conduct, after school partnership opportunities, school and classroom specific expectations, at the annual open house. Parents will also be trained for Gradebook Parent Portal and given the opportunity to participate in their child's goal setting held twice a year during student lead conferences. Grade levels will also host mandatory parent meetings in addition to open house and report card conferences. Monthly Newsletters and Calendars will also be sent home with all students. Parents are encouraged to see their child's teacher and/or an administrator to discuss progress or concerns.

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.

Smith is open to parents/guardians and community participation and suggestions regarding the educational process. All suggestions will be discussed with the participant or originator and implemented if possible and if the budget allows. Semester Instructional walkthroughs will be conducted to survey instruction, climate, and personal interaction. An observation tool will be used to help parents assess instruction in terms of rigor, coherency, classroom climate, student engagement, physical climate, and safety. The results of the survey and suggestions will be shared at LSC and PAC meetings. The Semester Instructional walkthrough advisory team will have the opportunity to define problems, brainstorm possible solutions and monitor the school's response with a follow-up survey and/or walkthrough.

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 be notified that results of testing are available and invited to attend a data deep dive session. Communication will be sent home via students inviting parents to come and learn about the school-wide results to receive the results for their student and to participate in setting goals with their child. The school-wide report will be presented by Administration with time available for questions. Teachers will then be available for individual distribution of scores and brief conferencing. If additional time is necessary for a conference, one will be scheduled. Parents will be invited to attend goal setting meeting and celebrations for student test improvement.

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.

Smith will follow the Right to Ask (RTA) policy and guidelines set forth by the Certification Compliance team and file letters of Not Highly Qualified teachers and copy for distribution upon request.

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.

All parents will be invited to a Grade level meeting to introduce and explain the Common Core State Standards. Through participation in ongoing community Instruction Walkthroughs and Bring Your Parent to School Days additional conversations and training will take place. Parents will be provided hands on experiences and opportunities to see how teaching and learning are accomplished and the level of expectations will become clearer as they view authentic student work as displayed with rubrics. The CPS promotion policies will also be presented at parent grade level meetings and throughout the year at the 10th and 30th Parent conference. Retention warnings will also go out with the second quarter report cards.

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.

Parents will be engaged in "hands on" activities with their children that portray daily classroom activities. Monthly Parent Trainings will include topics such as an intro to technology, Science at home, helping your child excel in Literacy and working with Math at home. We will provide Parent Portal training for parents so that they can view their students' progress on the CPS Gradebook Parent Portal.

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.

Teachers will be encouraged to develop relationships with all parents to ensure success. It is the expectation that teachers will communicate with parents prior to the school year. A meet and greet in the form of a Back to School Jam will take place during the summer. Teachers will be expected in some case to make home visits and render telephone calls to parents. A phone for calling parents will be available in the Teacher Resource Room. Administrators are available for additional conferencing and calling. Teachers at each grade level will offer mandatory grade level meetings for parents so that they know what their child is responsible for knowing at each grade level. The process is ongoing and discussions will continue to take place at various Parent meetings/workshops scheduled throughout the year. Parents will also be notified of students arriving late to school as well as students who are chronically tardy. Parents will be provided the opportunity of sitting in their students' classroom to observe their child during the school day. The Instructional Leadership Team and Principal will be available to meet with parents and will provide information regarding student and school progress quarterly for all parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

The administration of Smith will coordinate monthly and quarterly activities with the Preschool for All Teacher to assure that the vision of the school is being implemented.

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.

Monthly calendars of events, newsletters, marquis notification, website updates, notices and flyers will be sent home with students, and the CPS calling system will be used to communicate events, programs, meetings, and activities to all parents

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.)

Mission Statement

Our mission is to positively impact The "NEW" Wendell Smith COMMUNITY by diligently educating, inspiring, and empowering our scholars for lifelong learning. Our promise is to provide a supportive environment in which high expectations and innovative research based instruction is taught with fidelity.

Vision Statement

Smith school will provide a safe, supportive academic and recreational enriched environment that enhances the learning of all students with an emphasis on reading, writing, math, and science. Wendell Smith School will prepare all students for success in the future so they will be independent lifelong readers, learners, who will reach their full potential. We will be a community of learners. Our learning environment will be based on mutual respect and high expectations for students, staff, parents and the community.

Through the use of professional reading such as Teach Like a Champion by Doug Lemov, Never Work Harder Than Your Students and Other Principles of Great Teaching by Robyn Renee Jackson teachers will use various techniques from the professional readings to establish a positive learning environment. These strategies will promote community and provide academic and social development. Techniques embedded in the professional readings require teachers to be strategic in terms of planning, executing instruction, and evaluating student results. With an emphasis on teacher-student interactions, these prescriptive methods will lay a foundation for teachers to be more responsive to the instructional and social emotional needs of students.

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

Parent-teacher conferences, based on the CPS regular track calendar will be facilitated by students. Students led conferences run the conferences, informing their parents about how they're doing, what their goals are going forward, and what kind of learners they are. The goal is to create a culture of student accountability. At this time the teacher, student, and parent will collectively set a SMART goals in which the student will reflect and self-monitor. In addition, to these semesters meeting, various dates will set to host grade level mandatory parent meetings.

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

In addition to progress reports and report card distribution, parents will have access to students' weekly progress via Gradebook Parent Portal. Teachers in benchmark grades will develop personal learning plans for retainees in grades 3,6, and 8 and students in Tier 2 and 3 in MTSS. School wide, teachers will be able to communicate with parents through the use of student agendas/planners/homework log. Parents will have access to student interim data results during Quarterly Parent Data Deep Dives. Report generated from MAP/TRC/Dibels, a formative and adaptive assessment given in the fall, winter, and spring, also generates parent reports which indicate students strengths, weaknesses, and areas of growth.

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

Teachers are free to schedule conferences after school and/or during their teacher directed preparation periods.

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 will have the opportunity to volunteer once they have completed the CPS volunteer application. Parents may observe instruction and/or serve as an academic support to struggling learners. Specific classroom activities to engage parents include read aloud, web-based programs, small/group/individualized instruction and supervision during onsite/offsite events.

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

Parents will support their child's learning by communicating consistently with their child's teacher and administration. Parents can assist in the learning process by checking for missed or incomplete assignments on Gradebook Parent Portal. At report card conferences parents will be asked to provide input regarding instructional and behavior interventions that can be implemented for their child. Parents will be responsible for viewing and commenting on student communication logs. Monthly workshops as well as family literacy and math nights are additional opportunities for parents to support their child's learning.

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

Parents will participate in decisions relating to the education of their children through surveys, monthly parent meetings, LSC/PAC meetings, volunteering, semester walk-through debriefings, parent administration conferences, and by emails.

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 strive to participate in the monthly perfect attendance incentives. Students in grades 3-8 will develop SMART goals which will include academic achievement, behavior, and attendance goals. Students will be able to access, track, and record individual data in their individual planner/portfolio. Map assessment will be given three times per year. Students will document and track their progress in literacy and math. Students will be made knowledgeable of their deficits in participate in quarterly goal setting sessions. Each classroom will visually post incentive and attendance charts so that students can monitor their progress.

Parent Budget

Complete

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

Is to educate the parents of Wendell Smith on research based best practices to support their child with Common Core State Standards and support their Social Emotional Learning. A calendar of PAC sponsored events will be created and distribute at the first Annual Meeting of the Academic School year.

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.	\$	560 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	755 .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)	\$	1183 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	200 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	200 .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.	\$	125 .00
53510	Postage Must be used for parent involvement programs only.	\$	Amount .00
53306	Software Must be educational and for parent use only.	\$	Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount .00

