



Michael Faraday Elementary School (/school-plans/153) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Tawana Williams	Principal	twilliams@cps.edu	Has access
David Groves	Teacher/3rd	dwgroves@cps.edu	Has access
Darlene Shorter	Dean	dmlyons-shorter@cps.edu	Has access
Carmen Rice	LSC Chairperson	carmenrice81@yahoo.com	No Access
Kecia Bess	LSC parent	kecia_bess@yahoo.com	No Access
Anthony Maloni	Teacher/Health	ajmaloni@cps.edu	No Access
Kendrick Coleman	Attendance Coordinator	kdcoleman@cps.edu	Has access
Ms. Grayer Grayer	D/L teacher-7th/8th	bagrayer@cps.edu	No Access
Claudette Singleton	Primary SPED teacher-1st/2nd	csingleton@cps.edu	No Access
Kimbree Manuel	Literacy 7th/8th	ktpatton-manuel@cps.edu	No Access

### Team meetings

Date	Participants	Topic
02/05/2016	Tawana Williams, David Groves, Darlene Shorter, LaQuinya Trowers	SEF-Introductory Meeting
02/06/2016	Tawana Williams, David Groves, Darlene Shorter, LaQuinya Trowers	SEF-Introductory Meeting
03/10/2016	Dr. Williams, Mr. Coleman, Mr. Maloni, Mr. Groves,	Attendance, Restorative Justice
03/17/2016	ILT: Team, Dr.Wms, David Grove, Mr. Maloni, Ms. Trowers, Mrs. Shorter, Ms. Grayer, Ms. Rice(guest)	Literacy, DL,
04/08/2016	Mr. Charlton, Ms. Moore, Dr. Williams, Ms. Trowers, Ms. Davis	Strategic Development: DL,Math/Science CIWP focus

04/08/2016	Ms. Trowers, Mrs. Shorter, Ms. Sanjuanquin, Mrs. Davis	SD: Literacy/Science
02/18/2016	Ms. Grayer, Dr. Williams, Ms. Singleton, Ms. Manual, Ms. Shorter	SD: Restorative Justice
04/13/2016	LSC Meeting/Carmen Rice, Ms. Bess, Mr. Maloni, Mr. Coleman,	Diverse Learners, Attendance, Restorative Justice
03/08/2016	Staff development-all teaching staff	SEF handouts, SEF review

## 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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The principal and teachers, as well as many parents and students participate together as mutual learners and leaders in the forward movement of the school. The teachers and LSC parents have developed a shared vision of core values in which the school is driven by.

Teams have established goals for student achievement (at the school, grade, and classroom levels). Strategic plan alignment with action items (with markers of accountability) is revisited quarterly to determine effectiveness. Core instruction is aligned to the Common Core standards and consistent check-points and data walls are developed to chart the movement of students.

Administration and ILT analyzed school data to set academic goals and strategically plan to improve in all areas outlined in school's priorities. A theory of action has been developed to differentiate tasks in order to provide engaging, rigorous, and scaffolded learning opportunities for all students. There are clear and measurable goals when it comes to NWEA MAP/MPG, but there are still student performance gaps that need to be addressed through vertical collaboration. Student performance is communicated via classroom newsletters, banners and posters throughout the building, parent informational meetings are held for parents to share student progress as well. Stakeholders (parent, students, members of the community, and external partners) have come together to develop a shared vision and mission for Michael Faraday School, especially the goal of Social and Emotional. Parents are emerging as an important piece by sharing ideas and setting goals, conferring with teachers, and forging the links between school, home and community resources.

#### Guide for Leadership & Collective Responsibility

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

#### Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

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Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): ILT membership, Grade/Course team lead, MTSS team, Committee chair or membership, Mentor teacher, Curriculum team, Coach, Family liaison, Data team, , CIWP team, Union representative, • Each teacher has equity of voice in grade/course, ILT and whole staff meetings.

Each teacher is encouraged to share learning about effective practice from PD or visits to other schools.

However, the ILT team keep the focus of all work on improving student achievement in alignment with the CCSS, district mandates and goals and the mission and vision of the school. The ILT lead the school in implementing the core components of the instructional focus which includes on-track /off track data, student attendance, student discipline and student awards. The ILT team meets bi-weekly to track the school's progress toward meeting the CIWP goals and implementing the action steps. Align resources, professional development, and coaching to support teacher's implementation of the CIWP

- Helps grade level teams use student performance, attendance, and discipline data to inform instructional decisions
- Ensure that the school community reaches consensus on changes in instruction and assessment and that the voices of all stakeholders are included in the decision-making process
- Communicate its work and decisions to grade level teams, post minutes in faculty and staff lounge and communicate information to LSC. The team fosters a culture of continuous and collaborative reflection and learning and best practices. The ILT follows the effectiveness rubric during all meetings.

ILT meetings are on a shared drive that ensures all members have access to meeting dates.

ILT keeps records of agendas, protocols and minutes for all members to access at any given time.

The ILT team collects student artifacts from teachers to examine student work, to make sure that the curriculum; instruction; and assessment are all aligned to common core state standards.

### Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

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

### Professional Learning:

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

Score

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#### Professional Learning

Offer ongoing, sustained learning. • Follow up workshops with support and coaching. • Target selected practices. • Open classroom doors. Teachers participated in Problem of Practice (DOK) professional learning about a targeted instructional area, which is Webbs Depths of Knowledge Questioning. Teacher was allowed to begin to practice what they have learned in their classrooms. Teachers received professional readings on a weekly basis-biweekly basis, and additional support from previous trained teachers. Teachers began to schedule time to observe each other using the newly learned Depths of Knowledge strategies. The instructional leadership team and grade level individuals began visiting classrooms on targeted learning walks to see what additional training or support teachers needed. Seasoned teachers scheduled time to observe teachers and give feedback. Teacher collaboration teams meet regularly to discuss implementation of the new practices and the impact of the practices on student learning by looking at student work and course assessment data. After what the team considered "safe practice", the instructional leadership team visited all classrooms to measure the level of implementation of the powerful practices across the school and modifies their plan for the next cycle based on the data received. Teachers seeks opportunities for professional growth to enhance content knowledge and pedagogical skill to critique their craft by requesting PD's and suggesting Depths of Knowledge videos and Understanding by Design planning information. Teacher regularly collaborates with and provides/receives support to/from colleagues. Teachers participates actively in team based meetings that advances student learning and makes substantial contribution to the school leadership team. Teachers informally evaluates one another and accepts and consistently uses feedback from colleagues and administrators to improve practice.

## Guide for Professional Learning

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

- Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

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The school's daily schedule allocates time for differentiated and tiered instructional practices that promote optimal learning opportunities for all students. The school will continue to provide scheduling that promotes meaningful teacher collaboration during the school day. Adjustments have been made to ensure reading blocks are sacred and grade level teacher collaboration time occurs weekly. Newly purchased curricula (Engage NY modules reading, Envision Math and Connected Math, Achieve Science) ensures that all students have equitable access to rigorous and challenging curricula in every grade and subject. All classrooms are led by highly qualified teachers, that provide engaging instruction that challenges and supports all learners. Weekly and quarterly benchmark milestones are built into monitoring academic program implementation and impact. The MTSS design is adjusted to implement a system to identify and prevent gaps and provide appropriate instruction and intervention for all students. Students are engaged in targeted activities to close existing gaps unique to specific subgroups of students that continue to struggle with academic achievement. External resources and community based agencies (Restorative Justice and Community In Schools) are working closely with students with identified Social and Emotional target areas. Teachers and support personnel are hired based on an analysis of school and student needs in accordance with the school budget. Interviews are conducted by team teachers and administration, questions are designed based on position available. Candidates are often ask to provide a lesson demonstration/senario with students prior to an offer is extended.

## 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
	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

## Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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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Grade level teams develop a scope and sequence based on the CCSS that outline the units of instruction and align them to the CCSS. Curriculum maps for content areas are designed school-wide by focus teams to create a spiraling curriculum. Lesson plans reflect differentiation to meet the needs of all learners within the framework of grade level appropriate curriculum. MTSS binders are created for students that needs Tiered Instruction as well as Data to Instruct Lesson plans (used by paraprofessionals in small group support periods). Teachers continue to create units of study that address the CCSS and follow the Learning Continuum to ensure students are receiving the instruction at the starting point of their deficiency in an effort to build from that point. Based on reports from the SQRP team feedback - additional structured time needs to be allotted for continued vertical planning for pre K and kindergarten alignment and planning. All grade level teams research and utilize supplemental resources to expose students to increasing level of text complexity. Research based instructional materials as well as supplemental resources (including leveled texts) are incorporated to support all students inclusive of above-level learners and diverse learners. The school is working on tightening the system of CCSS mastery reporting.

## 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&rcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### 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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Lucy Calkins Guided Reading and Lucy Calkins Writing Workshop are researched based instructional materials as well as supplemental resources (including leveled texts) that will complete the new instructional materials designed to meet the needs of the students for 2015-2016 school year. These materials are incorporated to support all students inclusive of above-level learners and diverse learners. As the Faraday Student Council grow and well as leadership representation on the LSC more choice of their spoken materials will be added.

## Guide for Instructional Materials

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

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

**for conveying conceptual knowledge.**

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

**Evidence, Measures, and Standards**

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

**Rigorous Student Tasks:**

Score

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

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Teachers meet during collaboration meetings to determine review the mindful practices established by the rigorous task. The examination of student work and what constitutes the level of rigor is a work in progress. Teacher teams are examining student work across the content and are beginning to develop a rubric to measure the level of complexity. Student focus groups is a goal for 2015-2016 as a measure of examining peer work and providing authentic useful feedback. Principal Scholar's students are beginning to work with 4th grade students to promote student focus group and develop measures to examine pieces of student work to provide feedback.

**Guide for Rigorous Student Tasks**

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



- demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

1 2 3 4

The school promotes opportunities for parents and students to become aware of college and career areas through the 5Essentials Survey, each teacher college is highlighted outside their classroom and various days are scheduled for teachers and support to College and Career Awareness. College graduates come to school to speak to students about the importance of grade, persistence and endurance throughout high school in an effort to reach that college goal. Parents and community members are regularly invited to share career their college experience and coach several teams throughout the school year. The school's academic program promotes independence, collaboration, higher-order thinking skills and creativity. The Principal provides students with information about various high school opportunities such as magnet, selective enrollment, arts focused programs, specialty programs in math, science, technology, as well as IB and AP programs. The school will organizes a high school fair and/or high school visits for exposure and informational purposes. Informational meetings are held for parents regarding opportunities and the application process. Students attend investigation days and shadow high school students when opportunities arise.

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

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

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 **3** 4

Teachers implement data driven and differentiated instructional practices to promote high levels of student engagement and learning. Teachers rely on summative and formative assessments to target student needs. SMART goals are developed and assessed at five week check points to determine student mastery and progression level. Patterns and trends are reviewed and at that point diagnostic, summative and formative data is analyzed to determine intervention plans that address individual student needs. Objective based learning is the foundation for helping students attain mastery of standards. Above-level learners and diverse learners are challenged to meet their growth targets through scaffolded instruction.

### Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

### Score

1 2 **3** 4

The school has established an MTSS team. The MTSS team meets on a monthly basis and has created a systematic approach to the MTSS process. Teachers have been given professional development in MTSS and new staff members have also been trained in the process by members of the MTSS team. Monthly grade level meetings are focused on data results Interventions include small group, or one on one support. Many teachers have also been implementing Tier 2 and Tier 3 interventions through after school tutoring, this ensures that students are receiving the full instruction during the day and additional support outside of the instructional day.

The school administration and teachers established a Theory of Action based upon skill deficiencies determined by summative assessment results. The school has a year-long plan for whole staff professional development. The school is continuing to make progress towards focusing professional development on the Theory of Action. Professional development is relevant to the roles of the teachers. School personnel that works with the teachers are given tracking devices to monitor student progress.

- **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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1.a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1.b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1.d. Designing Coherent Instruction</a></li> <li><a href="#">2.d. Managing Student Behavior</a></li> <li><a href="#">3.d. Using Assessment in Instruction</a></li> <li><a href="#">3.e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4.b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B3. MTSS Implemented Effectively in School</li> </ul>

### 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

Electronic classroom, grade-level and school-wide reports of NWEA/MAP, Dibbles/TRC and Mclass Math results are available for immediate feedback and analysis. Each grade level administers benchmark and unit assessments to monitor student learning and drive differentiated instructional practices to challenge and engage all students. Students' mastery of standards is measured through various formative and summative assessments. These include written and performance-based assessments such as student work, weekly and unit tests, projects, constructed and extended response, running records, and fluency snapshots. Most teachers need to utilize additional long range projects and performance based assessments.

## Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

1 2 3 4

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.

All teachers provide a well-rounded instructional program to ensure that students have the necessary skills to succeed in post-secondary success. The school provides intentional programming to help students develop strong content knowledge and skills. In addition, we encourage students to be adaptable individuals who value and understand the perspectives and cultures of others. Students also have multiple opportunities to create, experience and appreciate the arts as well as develop their technology skills to prepare them for the 21st century work force and society. Staff provides a safe, nurturing school community and environment in which all feel welcome. Staff models and promotes with all students an atmosphere of nurturing and respect.

### Guide for Culture for Learning

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

### Evidence, Measures, and Standards

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

#### Relational Trust:

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

According to the 5 Essential survey, relational trust is an aware that the school continues to build upon. A 5 Essential committee was developed to address concerns and develop avenues in which everyone has an equitable voice in school choice, design and focus.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

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

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

A student interest survey was sent out to all students at the beginning of the school year. Students participate in extracurricular activities designed to build their academic, social and emotional needs.

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

### Students...

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

- and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

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

### Safety & Order:

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

Score

1 2 **3** 4

According to the 5essentials survey most students feel safe inside the school. The school has executed to date seven drills and conducted the EMT training for all staff members.

### Guide for Safety & Order

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

## Evidence, Measures, and Standards



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

### Restorative Approaches to Discipline:

Score

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

1 2 **3** 4

The school is in the second year of full implementation with Restorative approaches to discipline. In lieu of suspension students participate in Restorative practices conversations and group reading to promote social well-being and development of consistent socially acceptable social skills. Walk it out, wait it out, talk it out is a course of action designed to help students cope with anger issues or concerns. A weekly parent training session was provided by our external partner as well as group meetings with students.

### 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

### Parent Partnership:

Score

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

1 2 3 4

Michael Faraday has a strong PAC, PLN base that work with developing the mission and vision of the school and ensuring that the goals of the school and day to day operation continues to run smoothly. Parent workshops and group sessions meet regularly to ensure the parents in the community are well-informed about the practices that occur at school. School hosts back-to-school orientation and presents to families the school vision and mission, academic goals and priorities and budget. Teachers host Open House for families to provide information on classroom expectations, the grading system, and to share existing instructional practices that ensure differentiation and academic rigor. Teachers include written grade level expectations and grading scale in their newsletters sent home. Most teachers provide families with benchmark assessment results immediately which include goals and strategies for improvement.

### Guide for Parent Partnership

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

### Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Relational Trust	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

3 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Through effective professional development and student needs alignment, our students will be able to show academic progress each year. In addition the school will focus on close reading and annotation of the text throughout all grades. Lastly, full implementation of Lucy Calkin's Reading and Writing workshop will be implemented with fidelity.	43.00	75.00	80.00	85.00
<b>National School Growth Percentile - Math</b>				
Through the newly adopted GoMath curriculum - students in grade 3-8 will have an instructional program aligned to CCSS and needs of students. Math talks, math journals, problem of the month, and authentic math formative and summative assessment will occur.	67.00	16.00	45.00	65.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Due to the high transient rate of STLS population, our SMART goal is targeted at 75%.	56.20	(Blank)	60.00	75.00
<b>African-American Growth Percentile - Reading</b>				
Our African-American growth percentile will increase by on average 10-15%ile due to the intensive professional development on meeting needs at their level and building upon that knowledge concept. In addition, the progress monitoring of all assessments and classwork will aide in keeping a laser focus on the school targets.	40.00	78.00	80.00	85.00
<b>Hispanic Growth Percentile - Reading</b>				
non applicable as of to-date	(Blank)	(Blank)	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>				
not applicable as of to-date	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>				
Our African-American growth percentile will increase by on average 10-15%ile due to the intensive professional development on meeting needs at their level and building upon that knowledge concept. In addition, the progress monitoring of all assessments and classwork will aide in keeping a laser focus on the school targets.	38.00	82.00	60.00	70.00
<b>African-American Growth Percentile - Math</b>				
Our African-American growth percentile will increase by on average 10-15%ile due to the intensive professional development on meeting needs at their level and building upon that knowledge concept. In addition, the progress monitoring of all assessments and classwork will aide in keeping a laser focus on the school targets.	69.00	15.00	50.00	70.00
<b>Hispanic Growth Percentile - Math</b>				
not applicable	(Blank)	(Blank)	0.00	0.00
<b>English Learner Growth Percentile - Math</b>				

not applicable	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Math</b>				
not applicable	67.00	14.00	50.00	60.00
<b>National School Attainment Percentile - Reading (Grades 3-8)</b>				
The attainment will continue to increase as the ILT ensure the process checkpoints are implemented and followed with fidelity.	26.00	41.00	55.00	75.00
<b>National School Attainment Percentile - Math (Grades 3-8)</b>				
The attainment will continue to increase as the ILT ensure the process checkpoints are implemented and followed with fidelity.	49.00	26.00	55.00	75.00
<b>National School Attainment Percentile - Reading (Grade 2)</b>				
Reading workshop skills and strategies to aide the primary grades in maintain attainment.	32.00	43.00	50.00	60.00
<b>National School Attainment Percentile - Math (Grade 2)</b>				
Through researched proven effective newly adopted Envision math , the high impact strategy aligned with this curricular will help student maintain attainment.	37.00	33.00	50.00	60.00
<b>% of Students Making Sufficient Annual Progress on ACCESS</b>				
Not applicable	(Blank)	(Blank)	0.00	0.00
<b>Average Daily Attendance Rate</b>				
The school community has developed a climate of change as it pertains to daily attendance. Success can be readily seen in a drop in Chronic Absenteeism from previous years of 12.3% to the current 7.5%. The effectiveness of our strategies can also be outlined in the decrease in Chronic Absenteeism: At-Risk rate of 32.9% for the 2014-2015 school year to a current rate of 25.8%. School staff has created an Attendance Team to develop ideas and implement action items that increase student attendance and increase positive relationships with our families. The team maintains a Teacher Attendance Tool-kit. This Teacher Toolkit provides teachers easy access to time-saving resources which nurture a habit of excellent attendance allowing students to truly benefit from what is being taught in the classroom. The kit includes parent-teacher communication logs, scripts and suggestions for effective teacher-parent conferences, classroom incentives for perfect and exemplary attendance, and articles and clip-art to be used in teacher newsletters to families. Professional development units have been presented to ensure that pertinent staff members know how to navigate CPS attendance web resources pertaining to tracking and maintaining daily attendance records. An email alert system has been put in place to notify members of the attendance team when chronically absent students are tardy or absent. We currently partner with two different organization which bolster the effectiveness of our attendance initiative. Knock at Night and Restorative Justice are crucial in that they assist school staff in identifying students with problems through their attendance patterns and work with them and their families to develop support plans that will help them stay in school. They also visit students' homes to assess environmental factors and identify barriers that contribute to high absenteeism. These counselors help families and schools to develop strategies aimed at improving school attendance. School-wide we continue to promote enthusiasm through-out the community by incentivizing students and families with perfect attendance, exemplary attendance (98%) and those whose attendance rates are on the rise.	93.60	94.50	95.40	96.30
<b>My Voice, My School 5 Essentials Survey</b>				
Well-Organized	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

1 of 1 complete

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

75% of STLS students will achieve a 10% gain in NWEA Reading and 5% in Math

(Blank)

(Blank)

55.00

60.00

Strategies

Strategy 1

If we do...

improve our instructional methods that serve all tiers of students using standards-based curricula, that 's rigorous, and taught in a differentiated manner designed to meet the learning needs of each student,

...then we see...

the correct implementation of Common Core State Standards and the specific learning targets designed to meet the individual needs of the students. Effective teaching the CCSS with fidelity, authentic assessments, engaged in student learning that includes analysis of student work and peer observations.

...which leads to...

acceleration of learning and closing the identified achievement gaps in priority groups and identified skill sets.  
  
Anticipated goals:  
60% of 3rd grade students, will score at the 50% percentile on NWEA Reading and Math.  
  
50-55% of 4th grade students, will score at the 55% percentile growth in NWEA Reading and 55%ile in Math.  
  
60% of 5th grade students, at 55%percentile in NWEA Reading and Math.  
55% of 5th grade students, will score at the 50%ile in Science  
  
70-75% of the 6th grade students will score at the 60%ile NWEA Reading and 50%ile in NWEA Math.  
  
70% of the 7th grade students will score at the 57% in NWEA Reading and NWEA MATH 50%ile.  
  
70% of the 8th grades students will score at the 55% in NWEA Reading and NWEA Math.

Tags:

Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Curriculum Mapping - Each grade level team will be provided UBD materials to increase their understanding as they collaborate and develop quarterly thematic units of study aligned to the Common Core Standards, PARCC, and CPS with IEP considerations and explicitly outline them.

Teacher teams, ILT teams

Sep 5, 2016 to Jun 12, 2017

Unit plans, checklist,

On-Track

Literacy/Reading, Core Instruction, Teacher Teams/Collaboration, Tier 2 & 3, Math curriculum

Teachers and ILT will review EOY NWEA data, to provide pre/post baseline structures for informing student progress in all grades and 5-week intervals.

Teachers, ILT, Principal

Sep 5, 2016 to Jun 12, 2017

Effective monitoring tools, real-time data check points, change in instructional markers

On-Track

**Literacy/Reading, Instruction**

Teachers will create opportunities where students will understand and be able to identify CCSS standards 1-10 through close reading activities, comparing passages to identify the domains of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas - key to NWEA. Evidence of learning will be archived through student writings and assessments.

Teachers, ILT

Sep 5, 2016 to Jun 12, 2017

Students are progressing upwards on the DOK questioning, support evidence from text, on-track, units of study and plans are timely.

On-Track

**Literacy/Reading, Writing**

Curriculum mapping & assessments: Provide professional development on diagnostic assessment, CCSS instructional models, UBD, lesson plans, Units of Study, WEBBS Depth of Knowledge, and K-8th Lucy Calkins Reading & Writers workshop

Dr. Williams, ILT, Teachers, Grade level leads

Sep 1, 2016 to Jun 15, 2017

running records log of implementation

On-Track

**Literacy/Reading, Core Instruction, Assessment, Curriculum Design**

Implement a school wide literacy data tracking log that will monitor the following programs: Scholastic Guided Reading Program's Letter Levels; Primary Reading A to Z levels, NWEA RIT, Percentile, and Lexile score; Achieve 3000 lexile score leading to students meeting their reading growth projection target in NWEA. The data tracking log will also be used to progress monitor and identify students in need of tier 2 and tier 3 interventions. This will be monitored by ILT.

Dr. Williams, ILT, teacher teams

Aug 1, 2016 to Jun 15, 2017

ILT Curriculum Implementation Log/Report, Deep Dive in core checklist and goals.

On-Track

**Literacy/Reading, Technology, Tier 2 & 3**

Begin bi-monthly MTSS team meetings and train staff on how to analyze student work for Tier 2 and Tier 3 interventions. Review the data from Raz Kids, Jiji, and Study Island to see how effective they were in meeting the needs of the students and if we should continue programs to support tiered instruction.

Dr. Williams, ILT, Teacher teams

Aug 1, 2016 to Jun 15, 2017

Interval assessment checklist of student progress to provide a formative understanding of where to begin instruction for all students and build instructional practices.

On-Track

**Literacy/Reading, Diverse Learners, Curriculum Design, Professional Learning**

Lead literacy teachers will research and provide effective K-8 strategies based off of previous NWEA, Benchmark and PARCC data to ensure best practices are in place.

Dr. Williams, Lead teachers,

Sep 5, 2016 to May 8, 2017

Professional D attendance log, aligned instructional for all students

On-Track

#### Literacy/Reading, Writing

Curriculum mapping & writing - Implementation of Close Reading (K-8) and argumentative writing (5-8) will be measured by classroom observation (mini-observation) and review of weekly lesson plans in google drive.

Teachers, Writing Interventionist

Sep 5, 2016 to Jun 12, 2017

Full integration of Grades K-5 Writer's Workshop

On-Track

#### Instruction, Argumentative writing

Curriculum mapping: Greek and Latin words will also be used and assessed bi-weekly. (area deficiency on NWEA). Students will create a vocabulary booklet per grade level learning in accordance to the NWEA Continuum of learning.

Teachers

Sep 12, 2016 to Jun 12, 2017

Vocabulary Journals, notebooks across the grade levels - RIT band vocabulary list and evidence of groupings according to vocabulary.

On-Track

#### Literacy/Reading, Vocabulary

Teacher Collaboration: Create schedules to allow for common planning time among grade level teams (including SPED teachers). Teachers will participate in one weekly administrator directed grade level meeting to review student work and analyze current data to identify and plan for next steps.

Dr. Williams, Scheduler

Sep 5, 2016 to Jun 12, 2017

Common planning schedule meeting minutes

On-Track

#### Literacy/Reading, Teacher Teams/Collaboration

Provide professional development for grades K-2 on the implementation of Fountas and Pinnell Assessments, Haggerty and Sing, Spell, Read and Write, during their dedicated 2hour Reading block to target students below the 40th NWEA percentile expectations.

Primary Teachers

Sep 12, 2016 to Jun 12, 2017

lesson plans, classroom observations

On-Track

#### Literacy/Reading



Allocate funds to purchase additional supplemental instructional resources, information texts, leveled book sets, short story readers, and subscriptions to support effect implementation of CCSS aligned instruction. (Scholastic Scope, Upfront Magazine, Time for Kids, Raz Kids, Study Island, Jiji, Reading Az, Reading Common Core)

Principal, Grade Leads, LSC

Sep 12, 2016 to Jun 12, 2017

updated curricula

On-Track

#### Instruction, Budget

Design a balanced K-2 Literacy block through read-alouds (with accountable talk), shared reading, phonics/word study, interactive writing, small group instruction, Lucy Calkins writing workshop, and Lucy Calkins reading workshop.

Lead ELA, teachers

Sep 5, 2016 to Jun 12, 2017

Scope and sequence charts and pacing guides

On-Track

#### Literacy/Reading, Academic expectations

Design a 4th-8th balanced literacy that includes differentiated instruction, vocabulary and the use of non-fiction text. (this is needed based on NWEA literacy data that showed literacy is not differentiated or moving)

Lead ELA, teachers

Sep 12, 2016 to Jun 12, 2017

scope and sequence maps

On-Track

#### Literacy/Reading

Leveled literacy: Monitor the implementation of Lucy Calkin's Reading and Writing small group differentiated instruction in the 3rd through 5th grade students

Ms. Shorter

Sep 26, 2016 to Jun 12, 2017

Monitoring Log

On-Track

#### Literacy/Reading, Accountability, Reading strategies

leveled literacy: Monitor the implementation of Lucy Calkin's Reading and Writing small group differentiated instruction in the 6th thru 8th grade students

Dr. Williams

Sep 5, 2016 to Jun 12, 2017

Check-in log

On-Track

#### Literacy/Reading, Accountability

Classroom libraries- in each classroom school will purchase text aligned with CCSS and invest in additional authentic fiction and non-fiction text including but not limited to magazine subscriptions, audio books, and online subscriptions.

Literacy Lead teachers

Sep 5, 2016 to Jun 12, 2017

classroom library inventory

On-Track

#### Literacy/Reading, Academic perfor

ELA lead teachers will create and distribute the recommended reading list for students at each grade level. Lastly, doing this process teachers will develop the Tier 2, Tier 3 vocabulary list to meet the different reading levels. This is done to help students below the 50th percentile in NWEA Vocabulary assessment.

Literacy leads: (P)Henderson, (M)Groves,(U) Manual

Sep 5, 2016 to Jun 5, 2017

Reading List

On-Track

**Literacy/Reading**

Extended learning- develop and implement before/after school programs that provide academic and enrichment for students

Principal, ILT

Sep 5, 2016 to Jun 12, 2017

Collaboration logs

Behind

**Literacy/Reading, Academic expectations, Academic perfor, Assesment**

Parent Literacy workshops for 6th grade parents will be conducted to outline literacy pacing for students in an effort to building the working parent and teacher relationship to learning based on 2015 NWEA literacy results.

Teachers, Parent

Sep 5, 2016 to Jun 12, 2017

Monthly CCSS workshops for parent

On-Track

**Academic expectations, Parent involvement**

Data analysis- Principal will hold data review with all literacy teachers at the end of 5th, 10th, 15th and 20th week to determine if previous assessment checkpoints are working. And to determine if additional mentoring or supports/resources are needed for students and teachers.

Principal, ILT

Sep 12, 2016 to Jun 12, 2017

Quarterly data review logs

On-Track

**Aligned resources, Academic supports**

Curriculum mapping- provide sub coverage for scheduled curriculum workshops for teachers.

Principal,

Sep 5, 2016 to Jun 12, 2017

Professional development calendar, sub buckets

On-Track

**Professional development, Literacy**

During May 2016-June 2016 (Primary, Intermediate and Upper) lead math teachers will review 2015-2016 EOY NWEA data to plan in-depth professional developments areas of schoolwide patterns and trends of deficiencies noticed in accordance to Debra Evans strategies.

Principal, ILT, 3rd through 8thgrade teachers

May 20, 2016 to Jun 12, 2017

Goal setting logs, Scope and sequence charts, aligned resources

On-Track

**Goalsetting, Data analysis, Math curriculum, Reading**

Implement a school wide Math data tracking log that will monitor the following programs: Study Island, Jiji and Think through Math- to students determine if programs are if students in below projected rit scores are growing in a pace to meet NWEA math growth projections targets on mClass Math, NWEA, PARCC, and CPS Benchmark.

Math lead teachers

Sep 5, 2016 to Jun 12, 2017

Technology tracking log

On-Track

**Academic expectations, Math talks, Math curriculum**

The instructional leadership team will continue to identify all students math (five week) results from benchmarks, report cards, and grade books below grade level (every six weeks) and monitor the use of appropriate instructional strategies that will improve these students' mathematical abilities during the school day and after school to provide evidence of learning.

Principal, Math Administrative Team

Jun 6, 2016 to Jun 12, 2017

Utilization of math data notebooks

Behind

**Math, Math professional**

65.75 %of 3rd grade  
20% of 5th grade  
64% of 6th grade  
87% of 8th grade  
students met or exceeded their projected Math RIT for 2016-2017 EOY NWEA

Teachers

Sep 5, 2016 to Jun 12, 2017

student math problem solving log

On-Track

**Math**

Integrate Accountable Talk with Math in support. Connect this with the CCSS for Mathematical Practice problem solving, constructing viable arguments, using precision, and modeling in mathematics.

Teachers, Math Lead

Sep 5, 2016 to Jun 12, 2017

Math PD log

On-Track

**Math professional**

Conduct learning walks to explore Academic Talk for all students especially low and Diverse Learners, to monitor and develop accountability of learning, subject knowledge, and rigorous evidence-based thinking (using DOK of Math)

Math lead teachers

Sep 12, 2016 to Jun 12, 2017

teacher walkthrough

On-Track

**Math, Dok, Accountability**

Increase explicit teaching of math standards, utilizing features of Wall tracks, using problem based & integration of Science

Math and Science lead teachers

Sep 5, 2016 to Jun 12, 2017

Math/Science print rich rooms

On-Track

**Math, Goalsetting, Student expectations**

Provide before school and after-school math support for 20 DL struggling math students using Kahn Academy

Mr. Groves, Ms. Sanj

Sep 5, 2016 to Jun 12, 2017

Data analysis logs, attendance in programs

On-Track

#### Math, Goalsetting

Math assessment folders monthly that includes reflection that analyzes the data, objective of the assignment, expected outcome, actual outcome, and plans for improvement. Plans for improvement must include an interventions/differentiated instruction design (i.e. Alterable components and specific adjustments to intensify intervention/instruction) for the expected objective of the students.

Mr. Groves, Ms. Sanj

Sep 12, 2016 to Jun 12, 2017

Assessment folders, monitoring logs

On-Track

#### Formative assessment, Mathematics

iPad cart schedule will be created and implemented by the technology coordinator to ensure the equal weekly usage of ThinkthroughMath and Study Island Math providing students with special needs appropriate, instructional-level materials and computer-based multi-tiered supports to increase their math proficiency levels National School Growth Percentile on the NWEA Diverse Learners Priority Group Grades 3-8 Math Assessment).

Tech coordinator, 3rd thru 8th math teachers

Sep 5, 2016 to Jun 12, 2017

Monitoring log of Math skills, updated every 5th week

On-Track

#### Math, Technology, Diverse Learners, Differentiated instruction

Diverse learner teachers and General Education will meet vertically once a quarter and horizontally once a month to ensure proper implementation of IEP goals/benchmarks that align to NWEA Math data (in addition to other data sources such as mClass Study Island math skills). The intention is for SPED teachers and General Education Teachers to build on the strengths and needs of students. Included in these discussions will be: identifying and sharing best practices, sharing research based, effective instructional/behavioral strategies for students with special needs as identified by our school's National School Growth Percentile on the NWEA Diverse Learners Priority Group Grades 3-8.

Diverse Learner Teachers,

Sep 5, 2016 to Jun 12, 2017

tracking and monitoring log

On-Track

#### Diverse Learners, Academic expectations

Diverse Learners and General Education in fifth through eighth grade will meet once a month for vertical articulation to plan math curriculum and calibrate assessments to meet the needs of diverse learners.

Diverse Learner Tche - Ms. Grayer Lead

Sep 5, 2016 to Jun 12, 2017

Update IEP and MTSS groups

On-Track

#### Diverse Learners, Instruction, Academic expectations

In each lesson/unit plan, Diverse learner teachers must incorporate examples of DOK questioning aligned with Webbs' Depth of Knowledge to meet the needs of diverse learners.

Diverse Learners Ms. Grayer Lead

Sep 5, 2016 to Jun 12, 2017

Lesson plan review

On-Track

#### Diverse Learners, Instruction

Analyze student work/data using the "Looking at Student Work" protocol from the National Reform guidebook with a focus on using the data to determine next steps for implementation within the grade bands.

Diverse Learners - Ms. Grayer lead

Sep 5, 2016 to Jun 12, 2017

Student Work logs

On-Track

#### Diverse Learners, Data analysis

Purchase informational texts in Science for greater academic rigor with complex text.

Principal, Ms. Moore

Sep 5, 2016 to Jun 12, 2017

Purchase Order and implementation of new materials

On-Track

#### Science, Instructional material

Teachers attend Network 5 professional development focused on developing awareness of NGSS and understanding of the Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas and Science Classroom Observation Guide.

Science Endorsed Teachers (Groves, Davis, Moore)

Sep 5, 2016 to Jun 12, 2017

Professional Development Log

On-Track

#### Science, Professional development

Ensure weekly common planning time for all teachers in order to foster collaboration with Science and Math

Ms. Moore, Davis,

Sep 5, 2016 to Jun 12, 2017

Math/Science planning time

On-Track

#### Science instruction, Instruction planning

Continue to provide both in-school and after-school interventions (enrichment) for targeted students who have/not demonstrated proficiency on 2015/2016 EOY NWEA Science and provide enrichment activities for students who are above average and exhibit characteristics of gifted. As well as for the students that are in Tier 1 and exceed standards

Science Endorsed Teachers - Moore, Davis, Grove

Sep 12, 2016 to Jun 12, 2017

Science PD

On-Track

**Science, Instruction**

Students will receive an additional 30mins a week of technology-enhanced learning per the CCSS Science Study Island.

Teachers, Interventionist

Jun 12, 2017 to Jun 12, 2017

Science tech log

On-Track

**Science, Technology**

Intervention teachers will spearhead Collaborative Planning Teams that focus on the four aspects of collaborative planning: 1.) instruction, 2.) analyzing data, 3.) examining student work, and 4.) determining rigor

Teachers, Interventionist

Sep 12, 2016 to Jun 12, 2017

teacher collaboration log

On-Track

**Math, Curriculum Design, Data analysis**

The Intervention teachers will provide best practices workshops for paraprofessionals. These workshops will provide hands-on strategies that will maximize the instructional capacity of their assigned duties.

Interventionist, Teachers

Sep 12, 2016 to Jun 12, 2017

Para-professional logs

On-Track

**Math, Workshop**

CCSS math mapping: Provide high quality professional learning opportunities for all staff to build a clear understanding of the expectations for teaching math

Teachers, Network Math Lead

Sep 12, 2016 to Jun 12, 2017

Math pacing, pd logs

On-Track

**Math, Academic rigor**

Math NWEA-plan for teachers to visit neighboring top performing schools that have used NWEA effectively to move students.

Teachers Grades 4 through 8

Sep 5, 2016 to Jun 12, 2017

Monitoring logs, planning site logs

On-Track

**Data analysis**

Math NWEA/mClass - all teachers in grades K-8 will be trained in research-based instructional strategies and data analysis, how to use the data and how to connect it to instructional planning to increase student achievement.

Teachers Grades Pre-K through 8

Sep 5, 2016 to Jun 5, 2017

Teacher surveys, agendas, and sign-in sheets

On-Track

**Best practice, Cycles of continuous improvement**

Based on the percent of student at or above the National average attainment Reading minimal group occurred in major areas (Winter 2014-2015 Reading 55 were making attainment goal, 142 not, 2015-2016 137 not, 79 making)

Winter 2015-2016 Math - 155 not making attainment goal, and 66 making,

Winter 2014-2015 - Math - 53 making goal, 149 not

Therefore the school will use and monitor the CIM assessment bank to generate benchmark test to reestablish goals on NWEA and Benchmark tests.

Teachers Grades 3rd through 8

Sep 5, 2016 to Jun 5, 2017

Monitoring of Benchmark Assessments to gauge SMART goals

On-Track

**Aligned resources, Assessment**

Math m/class-parent workshops will take place at least three times a year to help parents build background knowledge on how to interpret NWEA data and impact their child's instruction.

Math lead teachers

Sep 5, 2016 to Jun 5, 2017

Parent workshop logs

Behind

**Parental involvement, Math curriculum**

School Goal # 1: By June 2017, 3rd thru 8th Faraday will meet or exceed the requirements for NWEA target of 71% in reading/ language arts.

School Goal #2: By June 2017, Faraday will meet or exceed the requirements for NWEA target of 70% in mathematics.

School Goal #3: By June 2017, Faraday will meet or exceed the requirements for the anticipated NWEA/NGSS target 70%in science.

Teachers,

Sep 12, 2016 to Jun 12, 2017

Monitoring Benchmark Assessments

On-Track

**Benchmark progress monitoring, Academic rigor**

Benchmark #1: The first benchmark assessment data will show at least 50% of the students meet or exceeded the passing score in reading/ language arts.  
 Benchmark#2: The second benchmark assessment data will show at least 60% of the students meet or exceeded the passing score in reading/ language arts.  
 Benchmark #3: The third benchmark assessment data will show at least 70% of the students meet or exceeded the passing score in reading/ language arts.  
 Benchmark #4: The REACH performance assessment data will show at least 70% of the students meet or exceeded the passing score in reading/ language arts.

Teachers

Sep 12, 2016 to Jun 12, 2017

Benchmark tracking log

On-Track

**Benchmark progress monitoring**

After-school math tutoring to target students below proficiency levels(<51%ile)

Teachers

Sep 5, 2016 to Jun 12, 2017

Study Island monitoring log

On-Track

**Technology, Academic rigor, Ccss math**

Integration- Teachers will encourage and promote Fine Arts, Athletics and technology integration in academic and non-academic areas to help promote a well rounded education for students.

All teachers

Sep 12, 2016 to Jun 12, 2017

Integrated lesson plans

On-Track

**Athletics, Arts and technology**

Parental workshop- provide parents with workshops to help Prek-k students learn colors, numbers, letters, and social strategies, at home to boost academic excellence.

Pre-K teachers

Sep 12, 2016 to Jun 12, 2017

Parental workshop logs

On-Track

**Parental involvement, Workshop**

Extended learning- provide funds to enhance curriculum and expose students to field-trips for authentic learning experiences.

Teachers

Sep 12, 2016 to Jun 12, 2017

field-trip schedule aligned to CCSS

On-Track

**Instruction**

Professional learning: Develop peer mentoring program for teachers to observe and collaborate on best practices

Principal, Teachers

Sep 12, 2016 to Jun 12, 2017

Mentoring Match

On-Track

**Professional Learning**



Extended learning- establish partnership with outside organizations to expose students to enriching learning experiences	Principal, Teachers, Coaches	Sep 12, 2016 to Jun 12, 2017	External partner log	On-Track
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**External partners**

Provide funding for math and Science supplies and materials	Principal, Math Lead, Science Lead	Sep 12, 2016 to Jun 12, 2017	Supply List Inventory	On-Track
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**Materials**

Provide opportunities for schoolwide Math and Science Fair	Math Lead, Science Lead	Sep 12, 2016 to Jun 12, 2017	Science fair participation logs	On-Track
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**Math, Science fair**

**Strategy 2**

If we do...

use BOY baseline data student needs through assessments, align the needs of the students to the standards, resulting data to inform instruction,

...then we see...

students having greater success at beginning, acquiring and attaining academic achievement designed to meet them at their ability level and sustained advancement (begin instructing where students are).

...which leads to...

80% of the students showing actual growth on classroom assessments, benchmark assessment, and short-cycle assessment.

Tags:

MTSS, Instruction, Balanced grading and assessment

Area(s) of focus:

2

Action step

Teachers will administer a BOY 2016 assessment to determine baseline instruction for all students - using CPS Benchmark and Fountas and Pinnell for primary grades. Throughout the academic school year, teachers will meet vertically once a quarter and horizontally once a month to set goals based on NWEA reading data in addition to other data sources such as mClass Fountas, Pinnell, Learning Continuum, and Study Island literacy skills (in order for teachers to collaborate and share best practices based on the strengths and needs of all students). Included in those discussions will be identifying and sharing research based, effective instructional strategies in all core subjects for tiered students as identified by our school's National School Growth Percentile on the NWEA, Grades 3-8 Reading Assessment based on the 2016 SQRP and the National School Attainment Percentile in all grade for NWEA Reading and Math.

Responsible

ILT, Teacher Leads, Principal

Timeframe

Sep 6, 2016 to Jun 12, 2017

Evidence for status

Process checklist, data walls, scope and sequence monitoring logs.

Status

On-Track

**Assessment, Curriculum Design**

Ensure that ILT organized and disburse student assessment data immediately after each assessment

Classroom Teachers

Aug 9, 2016 to Jun 14, 2017

shortcycle assessments, benchmark assessment, student portfolios

On-Track

**Dok, Accountable talk, Workshop model**

Develop a BOY,MOY comprehensive reporting structure that allows students and parents/guardians to understand progress through, online,real-time instruction, and self-check at home.

Teachers, Dr. Williams

Sep 5, 2016 to Jun 12, 2017

BOY, MOY process checking point - On-time data reporting documents, process/progress checks, student ownership log of learning

On-Track

**Data analysis, Academic perfor**

Study Island will be used for students in grades 3rd-8th at least three times a week to increase CCSS literacy skills. SPED teachers and General Education Teachers will monitor and assist students in weekly use of Study Island, print out grade level usage reports and analyze the data in order to build on the strengths and needs of diverse learners. (indicated as a priority based on the 2016 SQRP National School Growth Percentile on the NWEA Diverse Learners Priority Group Grades 3-8 Reading Assessment).

Dr. Williams, ILT, Teachers

Sep 5, 2016 to Jun 5, 2017

School benchmark checklist- Assessment Schedules

On-Track

**Technology**

Ensure assessments (student work, selected response, constructed response, performance task) are aligned with the standards for student mastery.

Interventionists, DL Classroom Teacher, Principal

Aug 31, 2016 to Sep 6, 2016

Collaborative Logs, assessment bank log

On-Track

**Aligned resources, Data analysis**

Each grade level will use comprehensive set of assessments for screening, diagnostic, benchmark, formative and summative to monitor learning.

Classroom teachers, ILT team

Sep 12, 2016 to Jul 17, 2017

assesment tracking log, portable data logs

On-Track

**Academic supports, Aligned assessments**

Ensure that assessment accommodations and modifications are in place to ensure that DL students are able to demonstrate their knowledge and skills.

Classroom Teachers

Sep 12, 2016 to Jun 12, 2017

assessment monitoring logs

On-Track

**Assessment**

Provide Personalized Learning Plans for students scoring below level on NWEA, CPS Benchmark immediately after assessments.	classroom teachers, ILT,	Sep 12, 2016 to Jun 13, 2017	Check-in.check out logs with teachers and peers	On-Track
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**Assessment**

All teachers will develop a literacy block, math block, minute distribution chart outlining a clear structure to their daily core instruction in accordance with CPS standards and expectations.	Teachers,	Sep 12, 2016 to Jun 12, 2017	time distribution logs	On-Track
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**Instruction, Instructional material, Culture of learning, Supplemental instruction**

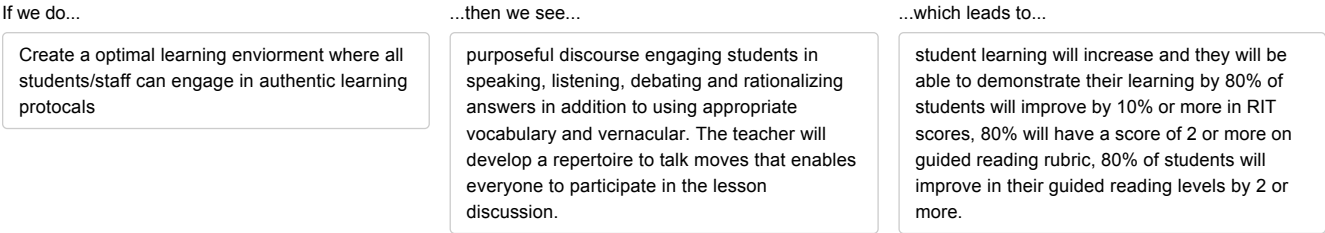
Allocate funds to purchase additional supplemental instructional resources, information texts, leveled books sets, short story readers, and subscriptions to support effect implementation of CCSS aligned instruction. (Scholastic Scope, Upfront Magazine, Time for Kids, Raz Kids, Study Island, JiJi, Reading Az, Reading Common Core)	Principal	Sep 12, 2016 to Jun 12, 2017	implementation logs of resources	On-Track
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**Instructional material**

Teachers will review on-track/off track data at the 5th, 10th, 15th, etc intervals to monitor student progression on assessment and provide updated student goal setting logs.	ILT team	Sep 12, 2016 to Jun 12, 2017	Goal setting logs	On-Track
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**Assessments, Goalsetting**

**Strategy 3**



Tags:  
Instructional practices, Tier 2 & 3

Area(s) of focus:  
3

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Building problem solving skills and perserverance in for all students particularly groups with the lowest levels of proficiency	MTSS team lead, Mr. Charlton, Mrs. Grayor, Ms. Shorter	Sep 5, 2016 to Jun 12, 2017	increase in learning goals, review of self-assessment before and after plans,	On-Track

**MTSS**

<p>DL teachers and General Education will meet vertically once a quarter and horizontally once a month to ensure proper implementation of IEP goals/benchmarks that align to NWEA reading data (in addition to other data sources such as mClass Reading 3D reading levels, Achieve 3000 lexile scores, and Study Island literacy skills). The intention is for SPED teachers and General Education Teachers to build on the strengths and needs of students. Included in these discussions will be: identifying and sharing best practices, sharing research based, effective instructional/behavioral strategies for students with special needs as identified by our school's National School Growth Percentile on the NWEA Diverse Learners Priority Group Grades 3-8 Reading Assessment.</p>	<p>Classroom teachers</p>	<p>Sep 6, 2016 to Mar 15, 2017</p>	<p>ongoing rti plans</p>	<p>On-Track</p>
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**Classroom rigor, Academic expectations, Academic supports**

<p>improve communication between interventionist and teachers. Use the fast assessment in grades 1-5, use professionals to support Tier 3 and 3</p>	<p>Interventionist, classroom teachers, principal</p>	<p>Sep 5, 2016 to Apr 5, 2017</p>	<p>monthly professional development logs</p>	<p>Not started</p>
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**Differentiated instruction, Academic supports**

<p>All grade levels will have an individualized MTSS intervention time for thirty minutes at least four days per week, Monday thru Thursday, 3:00-3:45.</p>	<p>Teachers, grade level leads</p>	<p>Sep 30, 2016 to Jun 12, 2017</p>	<p>Weekly, CIM assessment for the students who fall into red/yellow range Monthly - yellow/green Quarterly - green</p>	<p>Behind</p>
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**MTSS, Intervention**

<p>9/2016 MTSS intial meeting. Outline goals and next steps to start the year. 9/2016 - Meeting to calendar grade level meetings. 9/2016 - Meeting to finalize grade level meets 9/2016 - Quadrant analysis for groupings 9/2016 MTSS Intervention block begins schoolwide MTSS team will meet bi-weekly afterwards to monitor the progress of interventions.</p>	<p>MTSS team, grade level team meeting</p>	<p>Sep 12, 2016 to May 8, 2017</p>	<p>Master schedule outlined</p>	<p>Behind</p>
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**MTSS, Intervention, Master schedule**

Allocate funds to purchase additional supplemental instructional resources, information texts, leveled books sets, short story readers, and subscriptions to support effect implementation of CCSS aligned instruction. (Scholastic Scope, Upfront Magazine, Time for Kids, Raz Kids, Study Island, JiJi, Reading Az, Reading Common Core)

Principal

Sep 5, 2016 to Jun 12, 2017

Purchase order, monitoring

Behind

**Supplemental insruction**

**Strategy 4**

If we do...

Develop an effective family and community engagement action plan

...then we see...

a greater strength and contribution through parents, students and external partners

...which leads to...

family and community engage will be a meaningful contributor to increased student performance, greater overall social emotional wellness and students that are prepared for college and careers.

Tags:

Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning

Area(s) of focus:

4

Action step

Responsible

Timeframe

Evidence for status

Status

Using the Dashboard Discipline data, review monthly, half year, and end of year discipline data and adjust current administrative guidelines and discipline procedures.

Teachers, SEL Coach, counselor

Sep 6, 2016 to Jun 12, 2017

Monthly tracking report, decrease in out of school infractions

On-Track

**SEL, Culture of learning**

Identify an appropriate SEL curriculum for grades PreK - 4th and 3rd through 8th

ILT, Principal

Sep 5, 2016 to Jun 12, 2017

Second-step curriculum, monitoring document

On-Track

**Instruction, School climate, Second step**

Create schoolwide calendar, goal setting, schedule of meetings, establish protocol for SEL implementation.

SEL Lead, Teachers, Principal

Sep 5, 2016 to Jun 5, 2017

On track meeting reports from teachers, minutes

On-Track

**SEL, Culture of learning, Second step**

Continue partnership with Community in Schools, Restorative Justice and Knock at Midnight to encourage self awareness and self responsibility

SEL Lead, Teacher

Sep 5, 2016 to Jun 12, 2017

tracking document of conversation and growth

On-Track

**Community schools, Parent partnerships**

Make Faraday a more welcoming and family-friendly school incorporating the national family friendly school standards.	Teacher, parents, students	Sep 5, 2016 to Jun 12, 2017	monitoring log of standards implementation	On-Track
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**College Access and Persistence**

Staff participate in quarterly walkthroughs to collect and analyze data aligned to the five Illinois Social and Emotional learning standards.	Teacher, SEL Lead	Sep 12, 2016 to Jun 12, 2017	"SEL shout-out logs"	On-Track
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**SEL, Data analysis**

Conduct workshop with Restorative Justice coordinator and students to outline conflict resolution strategies and skills.	SEL, Teacher	Sep 12, 2016 to Jun 12, 2017	peer jury posting of conflict resolution logs	On-Track
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**Climate and Culture, Behavior supports;**

Build the capacity of parents, families and teachers working together to ensure productive and meaningful engagement of families in our schools.	LSC chair, parents and teachers	Sep 12, 2016 to Jun 12, 2017	10-hr log for volunteering, minutes of teacher/parent meeting on methods of supporting the school.	On-Track
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**Student success, Parent involvement**

Work with community-based organizations on developing, implementation and monitoring of new programs, initiatives and supports directly aligned to district goals and school goals, ie., increased students academic proficiency, through decreasing chronic absences and tardies	External Partners, teachers, attendance coordinator, ILT	Sep 12, 2016 to Jun 12, 2017	running log of attendance check-ins report, pre-post test on identified skills	On-Track
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**Attendance, Family and Community Engagement, Academic gain**

Strengthen/begin support for student achievement and growth through community support initiatives, (college and career excelling, GEAR-UP)	Counselor, Principal and Parents	Sep 12, 2016 to Jun 12, 2017	GEAR UP log and support from high school log	On-Track
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**College Access and Persistence, Counseling**

Develop an effective system for evaluating family and community partnership involvement and needed support.	Principal, parents	Sep 12, 2016 to Jun 12, 2017	surveys, feedback logs	On-Track
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**Community schools, Achievement**

Provide better service to homeless children and families that addresses community challenges that directly impact our students.	Principal, External partners, Homeless Shelter liason	Sep 12, 2016 to Jun 12, 2017	social emotional programs, logs of attendance, feedback from surveys, chat and chews with parents	Behind
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**Actions**

Communicate the goals of the school, benefits of attendance, progress of STLS students and impact student achievement has on breaking the cycle of poverty	Principal, External partners, Homeless Shelter liason	Sep 5, 2016 to Jun 12, 2017	collaboration logs	Behind
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**Attendance**

Build the capacity of student voice and choice in the school through student councils, peer jury, restorative practice, and outreach guidance.	Teachers, Principal, parents	Sep 5, 2016 to Jun 12, 2017	student matrix and logs	Behind
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**Trust, Social emotional, School climate, Shared leadership, Student council**

Provide workshops on the importance of Health and Wellness, obesity, autism, domestic violence, cyberbullying, sexting, for the students and parents	Principal, STLS liason, parents	Sep 5, 2016 to Jun 12, 2017	calendar of scheduled events for workshops	On-Track
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**Family and Community Engagement, Student Health & Wellness, Parent engagement, Garden**

Establish clear goals, expectations and growth models for parent involvement and student voice and choice in school.	Teachers, students	Sep 5, 2016 to Jun 12, 2017	Expectation logs and journals, growth tracker	On-Track
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**Parental involvement, Communication, Growth**

Develop a matrix to monitor and hold students accountable for actions and implementation of programs	Teachers, SEL coach,	Sep 5, 2016 to Jun 12, 2017	student matrix and logs	On-Track
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**Feedback, Accountability, Student expectations**

The attendance clerk will provide each teacher with a weekly electronic attendance report communicating the weekly and year-to-date attendance by classrooms and school. Additionally, the attendance clerk will provide the teachers with a running record of student absenteeism so that teachers can implement both preventions and interventions to improve student-level attendance. A master log will also be kept in the main office for the principal daily review.	Mr. Coleman	Sep 5, 2016 to Jun 5, 2017	Attendance Log	On-Track
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**Attendance**

Bi-weekly school-wide incentives (out-of-uniform pass, computer lab period, physical fitness period, music during lunch, and healthy snack during lunch) will be provided biweekly to both encourage and recognized students with perfect attendance (100% attendance and 0 tardies).

Mr. Coleman,  
Teachers

Sep 5, 2016 to  
Jun 5, 2017

Attendance Incentive Report

On-Track

**Attendance**

Perfect attendance certificates (100% attendance and 0 tardies) will be given each quarter along with a celebration (movie night with popcorns and healthy snacks) Also, students with perfect attendance for the year will participate along with their parent/guardian in the end of the year celebration after school luncheon.

Mr. Coleman

Sep 5, 2016 to  
Jun 5, 2017

Attendance running log

On-Track

**Attendance**

The attendance clerk will send (5-day, 10-day, and 15 days or more) notice via mail to the parent/guardian of students who are chronic truants. The truant attendance notice informs the parent/guardian of the compulsory education law that requires students to regularly attend school.

Mr. Coleman

Sep 5, 2016 to  
Jun 5, 2017

Attendance report for principal

On-Track

**Attendance**

The instructional leadership team will monitor quarterly attendance data to determine effective differentiated intervention strategies that will increase student attendance.

ILT, Attendance  
Coordinator

Sep 5, 2016 to  
Jun 12, 2017

Attendance log

On-Track

**Attendance, ILT**

The instructional leadership team will monitor quarterly PBIS/Dashboard data to determine students, areas, and behaviors that interfere with student achievement.  
ILT PBIS/Dashboard Data Data conferen  
b. Utilize rewards

ILT, Discipline  
Coordinator

Sep 5, 2016 to  
Jun 12, 2017

Dashboard data logs

Behind

**Data tracking, Discipline**



The instructional leadership team will monitor quarterly Dashboard data to determine students, areas, and behaviors that interfere with student achievement.

Dean, Ms. Shorter

Sep 5, 2016 to Jun 12, 2017

Dashboard data logs

On-Track

**Data tracking, Discipline**

Utilize rewards and incentives that encourage student behavioral compliance

Mr. Coleman, Mrs. Shorter

Sep 5, 2016 to Jun 12, 2017

Weekly behavior tracker

On-Track

**Discipline**

Establish the PBIS committee for the 2016-2017 school year

Mr. Coleman, Mrs. Moore

Sep 12, 2016 to Jun 12, 2017

PBIS Incentive Charts

On-Track

**Discipline**

PBIS committee members attend designated workshops to implement strategies for students and staff to communicate

Mr. Coleman, Mrs. Moore

Sep 12, 2016 to Jun 12, 2017

PBIS logs

On-Track

**Climate and Culture**

Establish and identify space for Restorative Justice

Ms. Chase, Mrs. Shorter

Sep 5, 2016 to Jun 12, 2017

Room 304

On-Track

**Climate and Culture**

Faraday will implement Sports4Kids and a Yoga Program as viable components to address conflict resolution with anger management issues

Mr. Coleman, Mrs. Moore

Sep 5, 2016 to Jun 12, 2017

Conflict logs

On-Track

**Culture and climate**

PBIS and Climate Committees will develop a series of professional development activities that are aligned with to decrease student misbehavior

Mr. Coleman, Mrs. Moore

Sep 5, 2016 to Jun 12, 2017

Behavior monitoring log

On-Track

**Culture and climate**

Designate a portion of all professional development sessions as PBIS Climate Checkpoints-What Works—What Needs To Be Fixed

Mr. Coleman, Mrs. Moore

Sep 5, 2016 to Jun 12, 2017

Monitoring log

On-Track

**Climate and Culture, Discipline**

Use data from Dashboard and office referrals in jobembedded grade level meetings as an alignment to students exhibiting academic problems—then create a behavioral/learning strategy set for improvement

Mr. Coleman, Mrs. Moore, Ms. Rob

Sep 5, 2016 to Jun 12, 2017

Dashboard logs, reports

On-Track

**Climate and Culture, Discipline**

BOY assembly with Faraday students/parents that are new to discuss expectations for school behavior

Mr. Coleman, Mrs. Shorter

Sep 12, 2016 to Jun 12, 2017

Program notice

On-Track

**Climate and Culture, Discipline**

**Strategy 5**

If we do...

Provide professional ILT quality professional development on effective teaching practices, and cohesive alignment of instructional materials and data

...then we see...

quality well plan individualized learning plans for all students

...which leads to...

increase student achievement

Tags: Professional Learning, ILT, Academic expectations, Learning objectives

Area(s) of focus: 5

Action step	Responsible	Timeframe	Evidence for status	Status
Analyze student data to provide action steps and best practices for instruction	ILT	Sep 12, 2016 to Jun 12, 2017	detailed student plp for all students	On-Track

**ILT**

Throughout the 2016 academic school year, ILT will meet bi-weekly to set goals based on NWEA reading data in addition to other data sources such as mClass, Reading 3D reading levels, Achieve 3000 lexile scores, and Study Island literacy and math skills (in order for teachers to collaborate and share best practices based on the strengths and needs of all students). Included in those discussions will be identifying and sharing research based, effective instructional strategies in literacy for tiered students NWEA Grades 3-8 Reading Assessment.

ILT, teachers, principal

Sep 12, 2016 to Jun 12, 2017

alignment plans created for labs

On-Track

**ILT, Classroom rigor, Academic supports**

Increase teacher capacity and collaboration in developing and refining units of study that utilize high impact instructional strategies and rigorous assessment practices that align with the CCSS and are continuous from grade one on.

ILT teachers

Sep 12, 2016 to Jun 12, 2017

Aligned units of study checklists

On-Track

**Cycles of professional learning, Assessment design, Backwards design**

After teachers review NWEA, REACH, BENCHMARK (systems used to measure academic performance,) teachers will use this data to inform instruction to monitor student growth and provide effective progress monitoring.

Teachers

Sep 12, 2016 to Jun 12, 2017

Student progress monitoring logs.

On-Track

**Data analysis, Data driven instruction**

Teachers will report weekly during grade level meetings and principal directed meetings to monitor progress and implementation of the CCSS. The ILT level teams suggestions best practices strategies.

Principal, External partners, Homeless Shelter liason

Sep 12, 2016 to Jun 12, 2017

social emotional programs, logs of attendance, feedback from surveys, chat and chews with parents

On-Track

**Communication, Parents, Collaboration, Counseling**

The school ILT will provide the yearlong calendar for teachers that outlines the scope and sequence for the CCSS, Attendance, Best Practices and any district initiative.

ILT, Principal

Sep 12, 2016 to Jun 12, 2017

Yearlong calendar

On-Track

**Planning**

During MOY benchmark assessment, the ILT will review and enhance schoolbased interventions for students in all subgroups, who are at risk of not achieving the proficient level on NWEA, Dibels, mClass,

Principal, teachers

Sep 12, 2016 to Jun 12, 2017

Intervention logs

On-Track

**Curriculum Design**

The instructional leadership team will continue to identify any students (MTSS logs) below (BOY goal setting) progression level in all core subjects (Reading, Math, Science) (every six weeks) and monitor the use of appropriate instructional strategies that will improve these students' abilities to get on track.

Teachers

Sep 12, 2016 to Jun 13, 2017

On-track logs

On-Track

**Academic expectations, Academic supports**

ILT and teachers will regularly visit classrooms and provide feedback to teacher on instruction and the implementation &, "safe practice" of effective strategies.	ILT, Teachers	Sep 12, 2016 to Jun 12, 2017	Wondering logs, teacher feedback log,	On-Track
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**ILT, Accountability, Academic rigor**

Student data will be continuously monitored and the use of differentiated instructional strategies will be implemented to better meet student achievement.	Teachers	Sep 5, 2016 to Jun 12, 2017	Student goal setting sheet, student own tracking form	On-Track
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**Academic gain, Academic supports**

The instructional leadership team will analyze and monitor formative test data (NWEA, PARCC, CPS benchmarks, and report card data) at different intervals to determine effective differentiated intervention strategies that will increase student mastery of assessment limits	ILT, Interventionist, Teachers	Sep 5, 2016 to Jun 12, 2017	Tracking Log from BOY, MOY - 5wk logs	On-Track
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**Analysis of data, progress monitoring, rit instruction, small group instruction**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Curriculum Mapping - Each grade level team will be provided UBD materials to increase their understanding as they collaborate and develop quarterly thematic units of study aligned to the Common Core Standards, PARCC, and CPS with IEP considerations and explicitly outline them.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Literacy/Reading, Core Instruction, Teacher Teams/Collaboration, Tier 2 &amp; 3, Math curriculum</p>	Teacher teams, ILT teams	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✚ Teachers and ILT will review EOY NWEA data, to provide pre/post baseline structures for informing student progress in all grades and 5-week intervals.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Literacy/Reading, Instruction</p>	Teachers, ILT, Principal	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✚ Teachers will create opportunities where students will understand and be able to identify CCSS standards 1-10 through close reading activities, comparing passages to identify the domains of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas - key to NWEA. Evidence of learning will be archived through student writings and assessments.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Literacy/Reading, Writing</p>	Teachers, ILT	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✚ Curriculum mapping &amp; assessments: Provide professional development on diagnostic assessment, CCSS instructional models, UBD, lesson plans, Units of Study, WEBBS Depth of Knowledge, and K-8th Lucy Calkins Reading &amp; Writers workshop</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Literacy/Reading, Core Instruction, Assessment, Curriculum Design</p>	Dr. Williams, ILT, Teachers, Grade level leads	Sep 1, 2016	Jun 15, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Implement a school wide literacy data tracking log that will monitor the following programs: Scholastic Guided Reading Program's Letter Levels; Primary Reading A to Z levels, NWEA RIT, Percentile, and Lexile score; Achieve 3000 lexile score leading to students meeting their reading growth projection target in NWEA. The data tracking log will also be used to progress monitor and identify students in need of tier 2 and tier 3 interventions. This will be monitored by ILT.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading, Technology, Tier 2 &amp; 3</p>	Dr. Williams, ILT, teacher teams	Aug 1, 2016	Jun 15, 2017	On-Track
<p>✦ Begin bi-monthly MTSS team meetings and train staff on how to analysis student work for Tier 2 and Tier 3 interventions. Review the data from Raz Kids, JiJi, and Study Island to see how effective they were in meeting the needs of the students and if we should continue programs to support tiered instruction.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading, Diverse Learners, Curriculum Design, Professional Learning</p>	Dr. Williams, ILT, Teacher teams	Aug 1, 2016	Jun 15, 2017	On-Track
<p>✦ Lead literacy teachers will research and provide effective K-8 strategies based off of previous NWEA, Benchmark and PARCC data to ensure best practices are inplace.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading, Writing</p>	Dr. Williams, Lead teachers,	Sep 5, 2016	May 8, 2017	On-Track
<p>✦ Curriculum mapping &amp; writing - Implementation of Close Reading (K-8) and argumentative writing (5-8) will be measured by classroom observation (mini-observation) and review of weekly lesson plans in google drive.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Instruction, Argumentative writing</p>	Teachers, Writing Interventionist	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Curriculum mapping:Greek and Latin words will also be used and assessed bi-weekly. (area deficiency on NWEA). Students will create a vocabulary booklet per grade level learning in accordance to the NWEA Continuum of learning.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading, Vocabulary</p>	Teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Teacher Collaboration: Create schedules to allow for common planning time among grade level teams (including SPED teachers). Teachers will participate in one weekly administrator directed grade level meeting to review student work and analyze current data to identify and plan for next steps.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading, Teacher Teams/Collaboration</p>	Dr. Williams, Scheduler	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Provide professional development for grades K-2 on the implementation of Fountas and Pinnell Assessments, Haggerty and Sing, Spell, Read and Write, during their dedicated 2hour Reading block to target students below the 40th NWEA percentile expectations.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading</p>	Primary Teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Allocate funds to purchase additional supplemental instructional resources, information texts, leveled booked sets, short story readers, and subscriptions to support effect implementation of CCSS aligned instruction. (Scholastic Scope, Upfront Magazine, Time for Kids, Raz Kids, Study Island, JiJi, Reading Az, Reading Common Core)</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Instruction, Budget</p>	Principal, Grade Leads, LSC	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Design a balanced K-2 Literacy block through read-alouds (with accountable talk), shared reading, phonics/word study, interactive writing, small group instruction, Lucy Calkins writing workshop, and Lucy Calkins reading workshop.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading, Academic expectations</p>	Lead ELA, teachers	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Design a 4th-8th balanced literacy that includes differentiated instruction, vocabulary and the use of non-fiction text. (this is needed based on NWEA literacy data that showed literacy is not differentiated or moving)</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading</p>	Lead ELA, teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Leveled literacy: Monitor the implementation of Lucy Calkin's Reading and Writing small group differentiated instruction in the 3rd through 5th grade students</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading, Accountability, Reading strategies</p>	Ms. Shorter	Sep 26, 2016	Jun 12, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ leveled literacy: Monitor the implementation of Lucy Calkin's Reading and Writing small group differentiated instruction in the 6th thru 8th grade students</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading, Accountability</p>	Dr. Williams	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Classroom libraries- in each classroom school will purchase text aligned with CCSS and invest in additional authentic fiction and non-fiction text including but not limited to magazine subscriptions, audio books, and online subscriptions.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading, Academic perfor</p>	Literacy Lead teachers	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ ELA lead teachers will create and distribute the recommended reading list for students at each grade level. Lastly, doing this process teachers will develop the Tier 2, Tier 3 vocabulary list to meet the different reading levels. This is done to help students below the 50th percentile in NWEA Vocabulary assessment.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading</p>	Literacy leads: (P)Henderson, (M)Groves,(U) Manual	Sep 5, 2016	Jun 5, 2017	On-Track
<p>✦ Extended learning- develop and implement before/after school programs that provide academic and enrichment for students</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Literacy/Reading, Academic expectations, Academic perfor, Aessment</p>	Principal, ILT	Sep 5, 2016	Jun 12, 2017	Behind
<p>✦ Parent Literacy workshops for 6th grade parents will be conducted to outline literacy pacing for students in an effort to building the working parent and teacher relationship to learning based on 2015 NWEA literacy results.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Academic expectations, Parent involvement</p>	Teachers, Parent	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Data analysis- Principal will hold data review with all literacy teachers at the end of 5th, 10th, 15th and 20th week to determine if previous assessment checkpoints are working. And to determine if additional mentoring or supports/resources are needed for students and teachers.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Aligned resources, Academic supports</p>	Principal, ILT	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Curriculum mapping- provide sub coverage for scheduled curriculum workshops for teachers.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Professional development, Literacy</p>	Principal,	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ During May 2016-June 2016 (Primary, Intermediate and Upper) lead math teachers will review 2015-2016 EOY NWEA data to plan in-depth professional developments areas of schoolwide patterns and trends of deficiencies noticed in accordance to Debra Evans strategies.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Goalsetting, Data analysis, Math curriculum, Reading</p>	Principal, ILT, 3rd through 8thgrade teachers	May 20, 2016	Jun 12, 2017	On-Track
<p>✦ Implement a school wide Math data tracking log that will monitor the following programs: Study Island, JiJi and Think through Math- to students determine if programs are if students in below projected rit scores are growing in a pace to meet NWEA math growth projections targets on mClass Math, NWEA, PARCC, and CPS Benchmark.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Academic expectations, Math talks, Math curriculum</p>	Math lead teachers	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ The instructional leadership team will continue to identify all students math (five week) results from benchmarks, report cards, and grade books below grade level (every six weeks) and monitor the use of appropriate instructional strategies that will improve these students' mathematical abilities during the school day and after school to provide evidence of learning.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Math, Math professional</p>	Principal, Math Administrative Team	Jun 6, 2016	Jun 12, 2017	Behind
<p>✦ 65.75 %of 3rd grade 20% of 5th grade 64% of 6th grade 87% of 8th grade students met or exceeded their projected Math RIT for 2016-2017 EOY NWEA</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Math</p>	Teachers	Sep 5, 2016	Jun 12, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Integrate Accountable Talk with Math in support. Connect this with the CCSS for Mathematical Practice problem solving, constructing viable arguments, using precision, and modeling in mathematics.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Math professional</p>	Teachers, Math Lead	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Conduct learning walks to explore Academic Talk for all students especially low and Diverse Learners, to monitor and develop accountability of learning, subject knowledge, and rigorous evidence-based thinking (using DOK of Math)</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Math, Dok, Accountability</p>	Math lead teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Increase explicit teaching of math standards, utilizing features of Wall tracks, using problem based &amp; integration of Science</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Math, Goalsetting, Student expectations</p>	Math and Science lead teachers	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Provide before school and after-school math support for 20 DL struggling math students using Kahn Academy</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Math, Goalsetting</p>	Mr. Groves, Ms. Sanj	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Math assessment folders monthly that includes reflection that analyzes the data, objective of the assignment, expected outcome, actual outcome, and plans for improvement. Plans for improvement must include an interventions/differentiated instruction design (i.e. Alterable components and specific adjustments to intensify intervention/instruction) for the expected objective of the students.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Formative assessment, Mathematics</p>	Mr. Groves, Ms. Sanj	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ iPad cart schedule will be created and implemented by the technology coordinator to ensure the equal weekly usage of ThinkthroughMath and Study Island Math providing students with special needs appropriate, instructional-level materials and computer-based multi-tiered supports to increase their math proficiency levels National School Growth Percentile on the NWEA Diverse Learners Priority Group Grades 3-8 Math Assessment).</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Math, Technology, Diverse Learners, Differentiated instruction</p>	Tech coordinator, 3rd thru 8th math teachers	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Diverse learner teachers and General Education will meet vertically once a quarter and horizontally once a month to ensure proper implementation of IEP goals/benchmarks that align to NWEA Math data (in addition to other data sources such as mClass Study Island math skills). The intention is for SPED teachers and General Education Teachers to build on the strengths and needs of students. Included in these discussions will be: identifying and sharing best practices, sharing research based, effective instructional/behavioral strategies for students with special needs as identified by our school's National School Growth Percentile on the NWEA Diverse Learners Priority Group Grades 3-8.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Diverse Learners, Academic expectations</p>	Diverse Learner Teachers,	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Diverse Learners and General Education in fifth through eighth grade will meet once a month for vertical articulation to plan math curriculum and calibrate assessments to meet the needs of diverse learners.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Diverse Learners, Instruction, Academic expectations</p>	Diverse Learner Tche - Ms. Grayer Lead	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ In each lesson/unit plan, Diverse learner teachers must incorporate examples of DOK questioning aligned with Webbs' Depth of Knowledge to meet the needs of diverse learners.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Diverse Learners, Instruction</p>	Diverse Learners Ms. Grayer Lead	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Analyze student work/data using the "Looking at Student Work" protocol from the National Reform guidebook with a focus on using the data to determine next steps for implementation within the grade bands.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Diverse Learners, Data analysis</p>	Diverse Leainers - Ms. Grayer lead	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Purchase informational texts in Science for greater academic rigor with complex text.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Science, Instructional material</p>	Principal, Ms. Moore	Sep 5, 2016	Jun 12, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers attend Network 5 professional development focused on developing awareness of NGSS and understanding of the Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas and Science Classroom Observation Guide.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Science, Professional development</p>	Science Endorsed Teachers (Groves, Davis, Moore)	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✚ Ensure weekly common planning time for all teachers in order to foster collaboration with Science and Math</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Science instruction, Instruction planning</p>	Ms. Moore, Davis,	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✚ Continue to provide both in-school and after-school interventions (enrichment) for targeted students who have/not demonstrated proficiency on 2015/2016 EOY NWEA Science and provide enrichment activities for students who are above average and exhibit characteristics of gifted. As well as for the students that are in Tier 1 and exceed standards</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Science, Instruction</p>	Science Endorsed Teachers - Moore, Davis, Grove	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ Students will receive an additional 30mins a week of technology-enhanced learning per the CCSS Science Study Island.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Science, Technology</p>	Teachers, Interventionist	Jun 12, 2017	Jun 12, 2017	On-Track
<p>✚ Intervention teachers will spearhead Collaborative Planning Teams that focus on the four aspects of collaborative planning: 1.) instruction, 2.) analyzing data, 3.) examining student work, and 4.) determining rigor</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Math, Curriculum Design, Data analysis</p>	Teachers, Interventionist	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ The Intervention teachers will provide best practices workshops for paraprofessionals. These workshops will provide hands-on strategies that will maximize the instructional capacity of their assigned duties.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Math, Workshop</p>	Interventionist, Teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ CCSS math mapping: Provide high quality professional learning opportunities for all staff to build a clear understanding of the expectations for teaching math</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Math, Academic rigor</p>	Teachers, Network Math Lead	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ Math NWEA-plan for teachers to visit neighboring top performing schools that have used NWEA effectively to move students.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Data analysis</p>	Teachers Grades 4 through 8	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✚ Math NWEA/mClass - all teachers in grades K-8 will be trained in research-based instructional strategies and data analysis, how to use the data and how to connect it to instructional planning to increase student achievement.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Best practice, Cycles of continuous improvement</p>	Teachers Grades Pre- K through 8	Sep 5, 2016	Jun 5, 2017	On-Track
<p>✚ Based on the percent of student at or above the National average attainment Reading minimal group occurred in major areas (Winter 2014-2015 Reading 55 were making attainment goal, 142 not, 2015-2016 137 not, 79 making) Winter 2015-2016 Math - 155 not making attainment goal, and 66 making, Winter 2014-2015 - Math - 53 making goal, 149 not Therefore the school will use and monitor the CIM assessment bank to generate benchmark test to reestablish goals on NWEA and Benchmark tests.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Aligned resources, Assessment</p>	Teachers Grades 3rd through 8	Sep 5, 2016	Jun 5, 2017	On-Track
<p>✚ Math m/class-parent workshops will take place at least three times a year to help parents build background knowledge on how to interpret NWEA data and impact their child's instruction.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instruction, Parental involvement, Math curriculum</p>	Math lead teachers	Sep 5, 2016	Jun 5, 2017	Behind



District priority and action step	Responsible	Start	End	Status
<p>✦ School Goal # 1: By June 2017, 3rd thru 8th Faraday will meet or exceed the requirements for NWEA target of 71% in reading/ language arts. School Goal #2: By June 2017, Faraday will meet or exceed the requirements for NWEA target of 70% in mathematics. School Goal #3: By June 2017, Faraday will meet or exceed the requirements for the anticipated NWEA/NGSS target 70%in science.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Benchmark progress monitoring, Academic rigor</p>	Teachers,	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Benchmark #1: The first benchmark assessment data will show at least _50_% of the students meet or exceeded the passing score in reading/ language arts. Benchmark#2: The second benchmark assessment data will show at least _60_% of the students meet or exceeded the passing score in reading/ language arts. Benchmark #3: The third benchmark assessment data will show at least _70_% of the students meet or exceeded the passing score in reading/ language arts. Benchmark #4: The REACH performance assessment data will show at least _70_% of the students meet or exceeded the passing score in reading/ language arts.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Benchmark progress monitoring</p>	Teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ After-school math tutoring to target students below proficiency levels&lt;51%ile)</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Technology, Academic rigor, Ccss math</p>	Teachers	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Integration- Teachers will encourage and promote Fine Arts, Athletics and technology integration in academic and non-academic areas to help promote a well rounded education for students.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Athletics, Arts and technology</p>	All teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Parental workshop- provide parents with workshops to help Prek-k students learn colors, numbers, letters, and social strategies, at home to boost academic excellence.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Parental involvement, Workshop</p>	Pre-K teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Extended learning- provide funds to enhance curriculum and expose students to field-trips for authentic learning experiences.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Instruction</p>	Teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Professional learning: Develop peer mentoring program for teachers to observe and collaborate on best practices</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Professional Learning</p>	Principal, Teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Extended learning- establish partnership with outside organizations to expose students to enriching learning experiences</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, External partners</p>	Principal, Teachers, Coaches	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Provide funding for math and Science supplies and materials</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Materials</p>	Principal, Math Lead, Science Lead	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Provide oppotunites for schoolwide Math and Science Fair</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, Social studies, Rigour, Rigorous tasks, Instructiion, Math, Science fair</p>	Math Lead, Science Lead	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Teachers will administer a BOY 2016 assessment to determine baseline instruction for all students - using CPS Benchmark and Fountas and Pinnell for primary grades. Throughout the academic school year, teachers will meet vertically once a quarter and horizontally once a month to set goals based on NWEA reading data in addition to other data sources such as mClass Fountas, Pinnell, Learning Continuum, and Study Island literacy skills (in order for teachers to collaborate and share best practices based on the strengths and needs of all students). Included in those discussions will be identifying and sharing research based, effective instructional strategies in all core subjects for tiered students as identified by our school's National School Growth Percentile on the NWEA, Grades 3-8 Reading Assessment based on the 2016 SQRP and the National School Attainment Percentile in all grade for NWEA Reading and Math.</p> <p>Tags: MTSS, Instruction, Balanced grading and assessment, Assessment, Curriculum Design</p>	ILT, Teacher Leads, Principal	Sep 6, 2016	Jun 12, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Ensure that ILT organized and disburse student assessment data immediately after each assessment Tags: MTSS, Instruction, Balanced grading and assessment, Dok, Accountable talk, Workshop model</p>	Classroom Teachers	Aug 9, 2016	Jun 14, 2017	On-Track
<p>✦ Develop a BOY,MOY comprehensive reporting structure that allows students and parents/guardians to understand progress through, online,real-time instruction, and self-check at home. Tags: MTSS, Instruction, Balanced grading and assessment, Data analysis, Academic perfor</p>	Teachers, Dr. Williams	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Study Island will be used for students in grades 3rd-8th at least three times a week to increase CCSS literacy skills. SPED teachers and General Education Teachers will monitor and assist students in weekly use of Study Island, print out grade level usage reports and analyze the data in order to build on the strengths and needs of diverse learners. (indicated as a priority based on the 2016 SQRP National School Growth Percentile on the NWEA Diverse Learners Priority Group Grades 3-8 Reading Assessment). Tags: MTSS, Instruction, Balanced grading and assessment, Technology</p>	Dr. Williams, ILT, Teachers	Sep 5, 2016	Jun 5, 2017	On-Track
<p>✦ Ensure assessments (student work, selected response, constructed response, performance task) are aligned with the standards for student mastery. Tags: MTSS, Instruction, Balanced grading and assessment, Aligned resources, Data analysis</p>	Interventionists, DL Classroom Teacher, Principal	Aug 31, 2016	Sep 6, 2016	On-Track
<p>✦ Each grade level will use comprehensive set of assessments for screening, diagnostic, benchmark, formative and summative to monitor learning. Tags: MTSS, Instruction, Balanced grading and assessment, Academic supports, Aligned assessments</p>	Classroom teachers, ILT team	Sep 12, 2016	Jul 17, 2017	On-Track
<p>✦ Ensure that assessment accommodations and modifications are in place to ensure that DL students are able to demonstrate their knowledge and skills. Tags: MTSS, Instruction, Balanced grading and assessment, Assessment</p>	Classroom Teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Provide Personalized Learning Plans for students scoring below level on NWEA, CPS Benchmark immediately after assessments. Tags: MTSS, Instruction, Balanced grading and assessment, Assessment</p>	classroom teachers, ILT,	Sep 12, 2016	Jun 13, 2017	On-Track
<p>✦ All teachers will develop a literacy block, math block, minute distribution chart outlining a clear structure to their daily core instruction in accordance with CPS standards and expectations. Tags: MTSS, Instruction, Balanced grading and assessment, Instruction, Instructional material, Culture of learning, Supplemental instruction</p>	Teachers,	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Allocate funds to purchase additional supplemental instructional resources, information texts, leveled booked sets, short story readers, and subscriptions to support effect implementation of CCSS aligned instruction. (Scholastic Scope, Upfront Magazine, Time for Kids, Raz Kids, Study Island, JiJi, Reading Az, Reading Common Core) Tags: MTSS, Instruction, Balanced grading and assessment, Instructional material</p>	Principal	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Teachers will review on-track/off track data at the 5th, 10th, 15th, etc intervals to monitor student progression on assessment and provide updated student goal setting logs. Tags: MTSS, Instruction, Balanced grading and assessment, Assessments, Goalsetting</p>	ILT team	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Building problem solving skills and perseverance in for all students particularly groups with the lowest levels of proficiency Tags: Instructional practices, Tier 2 &amp; 3, MTSS</p>	MTSS team lead, Mr. Charlton, Mrs. Grayor, Ms. Shorter	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ DL teachers and General Education will meet vertically once a quarter and horizontally once a month to ensure proper implementation of IEP goals/benchmarks that align to NWEA reading data (in addition to other data sources such as mClass Reading 3D reading levels, Achieve 3000 lexile scores, and Study Island literacy skills). The intention is for SPED teachers and General Education Teachers to build on the strengths and needs of students. Included in these discussions will be: identifying and sharing best practices, sharing research based, effective instructional/behavioral strategies for students with special needs as identified by our school's National School Growth Percentile on the NWEA Diverse Learners Priority Group Grades 3-8 Reading Assessment. Tags: Instructional practices, Tier 2 &amp; 3, Classroom rigor, Academic expectations, Academic supports</p>	Classroom teachers	Sep 6, 2016	Mar 15, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ improve communication between interventionist and teachers. Use the fast assessment in grades 1-5, use professionals to support Tier 3 and 3</p> <p>Tags: Instructional practices, Tier 2 &amp; 3, Differentiated instruction, Academic supports</p>	Interventionist, classroom teachers, principal	Sep 5, 2016	Apr 5, 2017	Not started
<p>✦ All grade levels will have an individualized MTSS intervention time for thirty minutes at least four days per week, Monday thru Thursday, 3:00-3:45.</p> <p>Tags: Instructional practices, Tier 2 &amp; 3, MTSS, Intervention</p>	Teachers, grade level leads	Sep 30, 2016	Jun 12, 2017	Behind
<p>✦ 9/2016 MTSS initial meeting. Outline goals and next steps to start the year. 9/2016 - Meeting to calendar grade level meetings. 9/2016 - Meeting to finalize grade level meets 9/2016 - Quadrant analysis for groupings 9/2016 MTSS Intervention block begins schoolwide MTSS team will meet bi-weekly afterwards to monitor the progress of interventions.</p> <p>Tags: Instructional practices, Tier 2 &amp; 3, MTSS, Intervention, Master schedule</p>	MTSS team, grade level team meeting	Sep 12, 2016	May 8, 2017	Behind
<p>✦ Allocate funds to purchase additional supplemental instructional resources, information texts, leveled booked sets, short story readers, and subscriptions to support effect implementation of CCSS aligned instruction. (Scholastic Scope, Upfront Magazine, Time for Kids, Raz Kids, Study Island, Jiji, Reading Az, Reading Common Core)</p> <p>Tags: Instructional practices, Tier 2 &amp; 3, Supplemental insruction</p>	Principal	Sep 5, 2016	Jun 12, 2017	Behind
<p>✦ Using the Dashboard Discipline data, review monthly, half year, and end of year discipline data and adjust current administrative guidelines and discipline procedures.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, SEL, Culture of learning</p>	Teachers, SEL Coach, counselor	Sep 6, 2016	Jun 12, 2017	On-Track
<p>✦ Identify an appropriate SEL curriculum for grades PreK - 4th and 3rd through 8th</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Instruction, School climate, Second step</p>	ILT, Principal	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Create schoolwide calendar, goal setting, schedule of meetings, establish protocol for SEL implementation.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, SEL, Culture of learning, Second step</p>	SEL Lead, Teachers, Principal	Sep 5, 2016	Jun 5, 2017	On-Track
<p>✦ Continue partnership with Community in Schools, Restorative Justice and Knock at Midnight to encourage self awareness and self resonsibility</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Community schools, Parent partnerships</p>	SEL Lead, Teacher	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Make Faraday a more welcoming and family-friendly school incorporating the national family friendly school standards.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, College Access and Persistence</p>	Teacher, parents, students	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Staff participate in quarterly walkthroughs to collect and analyze data aligned to the five Illinois Social and Emotional learning standards.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, SEL, Data analysis</p>	Teacher, SEL Lead	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Conduct workshop with Restorative Justice coordinator and students to outline conflict resolution strategies and skills.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Climate and Culture, Behavior supports;</p>	SEL, Teacher	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Build the capacity of parents, families and teachers working together to ensure productive and meaningful engagement of families in our schools.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Student success, Parent involvement</p>	LSC chair, parents and teachers	Sep 12, 2016	Jun 12, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Work with community-based organizations on developing, implementation and monitoring of new programs, initiatives and supports directly aligned to district goals and school goals, ie., increased students academic proficiency, through decreasing chronic absences and tardies</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Attendance, Family and Community Engagement, Academic gain</p>	External Partners, teachers, attendance coordinator, ILT	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Strengthen/begin support for student achievement and growth through community support initiatives, (college and career excelling, GEAR-UP)</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, College Access and Persistence, Counseling</p>	Counselor, Principal and Parents	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Develop an effective system for evaluating family and community partnership involvement and needed support.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Community schools, Achievement</p>	Principal, parents	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Provide better service to homeless children and families that addresses community challenges that directly impact our students.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Actions</p>	Principal, External partners, Homeless Shelter liason	Sep 12, 2016	Jun 12, 2017	Behind
<p>✦ Communicate the goals of the school, benefits of attendance, progress of STLS students and impact student achievement has on breaking the cycle of poverty</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Attendance</p>	Principal, External partners, Homeless Shelter liason	Sep 5, 2016	Jun 12, 2017	Behind
<p>✦ Build the capacity of student voice and choice in the school through student councils, peer jury, restorative practice, and outreach guidance.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Trust, Social emotional, School climate, Shared leadership, Student council</p>	Teachers, Principal, parents	Sep 5, 2016	Jun 12, 2017	Behind
<p>✦ Provide workshops on the importance of Health and Wellness, obesity, autism, domestic violence, cyberbullying, sexting, for the students and parents</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Family and Community Engagement, Student Health &amp; Wellness, Parent engagement, Garden</p>	Principal, STLS liason, parents	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Establish clear goals, expectations and growth models for parent involvement and student voice and choice in school.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Parental involvement, Communication, Growth</p>	Teachers, students	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Develop a matrix to monitor and hold students accountable for actions and implementation of programs</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Feedback, Accountability, Student expectations</p>	Teachers, SEL coach,	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ The attendance clerk will provide each teacher with a weekly electronic attendance report communicating the weekly and year-to-date attendance by classrooms and school. Additionally, the attendance clerk will provide the teachers with a running record of student absenteeism so that teachers can implement both preventions and interventions to improve student-level attendance. A master log will also be kept in the main office for the principal daily review.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Attendance</p>	Mr. Coleman	Sep 5, 2016	Jun 5, 2017	On-Track
<p>✦ Bi-weekly school-wide incentives (out-of-uniform pass, computer lab period, physical fitness period, , music during lunch, and healthy snack during lunch) will be provided biweekly to both encourage and recognized students with perfect attendance (100% attendance and 0 tardies).</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Attendance</p>	Mr. Coleman, Teachers	Sep 5, 2016	Jun 5, 2017	On-Track
<p>✦ Perfect attendance certificates (100% attendance and 0 tardies) will be given each quarter along with a celebration (movie night with popcorns and healthy snacks) Also, students with perfect attendance for the year will participate along with their parent/guardian in the end of the year celebration after school luncheon.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Attendance</p>	Mr. Coleman	Sep 5, 2016	Jun 5, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ The attendance clerk will send (5-day, 10-day, and 15 days or more) notice via mail to the parent/guardian of students who are chronic truants. The truant attendance notice informs the parent/guardian of the compulsory education law that requires students to regularly attend school.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Attendance</p>	Mr. Coleman	Sep 5, 2016	Jun 5, 2017	On-Track
<p>✦ The instructional leadership team will monitor quarterly attendance data to determine effective differentiated intervention strategies that will increase student attendance.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Attendance, ILT</p>	ILT, Attendance Coordinator	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ The instructional leadership team will monitor quarterly PBIS/Dashboard data to determine students, areas, and behaviors that interfere with student achievement. ILT PBIS/Dashboard Data Data conferen b. Utilize rewards</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Data tracking, Discipline</p>	ILT, Discipline Coordinator	Sep 5, 2016	Jun 12, 2017	Behind
<p>✦ The instructional leadership team will monitor quarterly Dashboard data to determine students, areas, and behaviors that interfere with student achievement.</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Data tracking, Discipline</p>	Dean, Ms. Shorter	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Utilize rewards and incentives that encourage student behavioral compliance</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Discipline</p>	Mr. Coleman, Mrs. Shorter	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Establish the PBIS committee for the 2016-2017 school year</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Discipline</p>	Mr. Coleman, Mrs. Moore	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ PBIS committee members attend designated workshops to implement strategies for students and staff to communicate</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Climate and Culture</p>	Mr. Coleman, Mrs. Moore	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✦ Establish and identify space for Restorative Justice</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Climate and Culture</p>	Ms. Chase, Mrs. Shorter	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Faraday will implement Sports4Kids and a Yoga Program as viable components to address conflict resolution with anger management issues</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Culture and climate</p>	Mr. Coleman, Mrs. Moore	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ PBIS and Climate Committees will develop a series of professional development activities that are aligned with to decrease student misbehavior</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Culture and climate</p>	Mr. Coleman, Mrs. Moore	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Designate a portion of all professional development sessions as PBIS Climate Checkpoints-What Works—What Needs To Be Fixed</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Climate and Culture, Discipline</p>	Mr. Coleman, Mrs. Moore	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ Use data from Dashboard and office referrals in jobembedded grade level meetings as an alignment to students exhibiting academic problems—then create a behavioral/learning strategy set for improvement</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Climate and Culture, Discipline</p>	Mr. Coleman, Mrs. Moore, Ms. Rob	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✦ BOY assembly with Faraday students/parents that are new to discuss expectations for school behavior</p> <p>Tags: Attendance, Climate and Culture, Pbis, Social emotional, Parental involvement, Culture of learning, Climate and Culture, Discipline</p>	Mr. Coleman, Mrs. Shorter	Sep 12, 2016	Jun 12, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Analyze student data to provide action steps and best practices for instruction Tags: Professional Learning, ILT, Academic expectations, Learning objectives, ILT</p>	ILT	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ Throughout the 2016 academic school year, ILT will meet bi-weekly to set goals based on NWEA reading data in addition to other data sources such as mClass, Reading 3D reading levels, Achieve 3000 lexile scores, and Study Island literacy and math skills (in order for teachers to collaborate and share best practices based on the strengths and needs of all students). Included in those discussions will be identifying and sharing research based, effective instructional strategies in literacy for tiered students NWEA Grades 3-8 Reading Assessment. Tags: Professional Learning, ILT, Academic expectations, Learning objectives, ILT, Classroom rigor, Academic supports</p>	ILT, teachers, principal	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ Increase teacher capacity and collaboration in developing and refining units of study that utilize high impact instructional strategies and rigorous assessment practices that align with the CCSS and are continuous from grade one on. Tags: Professional Learning, ILT, Academic expectations, Learning objectives, Cycles of professional learning, Assessment design, Backwards design</p>	ILT teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ After teachers review NWEA, REACH, BENCHMARK (systems used to measure academic performance,) teachers will use this data to inform instruction to monitor student growth and provide effective progress monitoring. Tags: Professional Learning, ILT, Academic expectations, Learning objectives, Data analysis, Data driven instruction</p>	Teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ Teachers will report weekly during grade level meetings and principal directed meetings to monitor progress and implementation of the CCSS. The ILT level teams suggestions best practices strategies. Tags: Professional Learning, ILT, Academic expectations, Learning objectives, Communication, Parents, Collaboration, Counseling</p>	Principal, External partners, Homeless Shelter liason	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ The school ILT will provide the yearlong calendar for teachers that outlines the scope and sequence for the CCSS, Attendance, Best Practices and any district initiative. Tags: Professional Learning, ILT, Academic expectations, Learning objectives, Planning</p>	ILT, Principal	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ During MOY benchmark assessment, the ILT will review and enhance schoolbased interventions for students in all subgroups, who are at risk of not achieving the proficient level on NWEA, Dibels, mClass, Tags: Professional Learning, ILT, Academic expectations, Learning objectives, Curriculum Design</p>	Principal, teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ The instructional leadership team will continue to identify any students (MTSS logs) below (BOY goal setting) progression level in all core subjects (Reading, Math, Science) (every six weeks) and monitor the use of appropriate instructional strategies that will improve these students' abilities to get on track. Tags: Professional Learning, ILT, Academic expectations, Learning objectives, Academic expectations, Academic supports</p>	Teachers	Sep 12, 2016	Jun 13, 2017	On-Track
<p>✚ ILT and teachers will regularly visit classrooms and provide feedback to teacher on instruction and the implementation &amp; "safe practice" of effective strategies. Tags: Professional Learning, ILT, Academic expectations, Learning objectives, ILT, Accountability, Academic rigor</p>	ILT, Teachers	Sep 12, 2016	Jun 12, 2017	On-Track
<p>✚ Student data will be continuously monitored and the use of differentiated instructional strategies will be implemented to better meet student achievement. Tags: Professional Learning, ILT, Academic expectations, Learning objectives, Academic gain, Academic supports</p>	Teachers	Sep 5, 2016	Jun 12, 2017	On-Track
<p>✚ The instructional leadership team will analyze and monitor formative test data (NWEA, PARCC, CPS benchmarks, and report card data) at different intervals to determine effective differentiated intervention strategies that will increase student mastery of assessment limits Tags: Professional Learning, ILT, Academic expectations, Learning objectives, Analysis of data, progress monitoring, rit instruction, small group instruction</p>	ILT, Interventionist, Teachers	Sep 5, 2016	Jun 12, 2017	On-Track

#### Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

#### Parent Involvement Policy

Complete

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

The parents will meet monthly with the administrator or a designated school staff member. In those meetings parents will be informed of the day to day operations of the school, school structure, school/student achievements, and upcoming events. Our school is very informal which opens the doors for the parents to talk openly and honestly when needed. All parents will be urged to attend PAC and LSC meetings.

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 school held an annual meeting on September 28, 2016 at 9:00 a.m. Written notification will be posted in the school and a copy will be sent home with the students. PAC meetings will take place monthly to discuss Title 1 requirements and funding issues, related emails, and roles parents can play in promoting student academic and social/emotional success. The organizational meeting was held on September 28, 2016 at 10:00 a.m.

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.

Open House, reading and math nights will be held throughout the school year to explain and model for parents the effective strategies to use with students. These activities will always include explanation of curricular matter, assessment used by staff and the proficiency level of students

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.

Monthly parent meetings as well as LSC meeting will be held so that parents can voice their concerns and suggestions with the school and principal.

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

Parent reports are submitted as assessment are completed and the school receive reports. Students that do not meet the established requirements/scores a conference is scheduled by the school principal with the parents.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

All teachers at Michael Faraday Elementary School are required to be highly qualified.

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

Monthly parent meeting are held with to explain current content, assessments types, PARCC expectations, NWEA assessment, and Common Core Standards. The school and grade level incorporate a 10 week pacing schedule and the skills and standards are discussed with parents during monthly parents meeting. For the parents that are unable to attend parent meeting a Calendar of Learning Events is sent home.

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.

A monthly calendar of information for students and parents is generated and distributed by the 3rd day of each month. This calendar includes LSC Meeting, NCLB meeting, Parent Workshop Opportunities and parent classes. The school also post parent sign-up sheets at the Security Desk as well as announce meetings on the school marquee. Lastly, parent events, workshops and meeting are posted on the school website.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

The school staff is constantly reminded about the value of parents and the contributions they have made and continue to make to the school. Teachers are required to send monthly notifications to parents about events occurring in their classrooms. Teacher have also been in serviced on the different projects parents are available to do within the room. Teachers see how the parents distribute fruit weekly, newsletters, pass out incentives, and ultimately contribute to the day to day operation of the school.

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

All parents are invited to all events at Michael Faraday School. Every event, every parent workshop or seminars are open to all parents. We encourage the participation and schedule events based on survey reports generated by the parents.

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.

Newsletter and parent communication is distributed in English - as this is the only language spoken within the school.

#### Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

all aspects are checked

#### 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.)

The mission of Michael Faraday is to provide a rigorous curriculum that supports the whole child academic, social and emotional growths and improvements through challenging and relevant learning experiences. Faraday's goal is to build a community of life long learners that utilize all stakeholders to promote inclusive educational practices in a safe and nurturing learning environment, with rigorous instruction in all subject areas to prepare students for college, careers, and beyond.

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.

Parents teacher conferences are held in accordance with the CPS school calendar. However, the school conducts a monthly parent meeting for all grade levels which is traditionally held by the principal. In addition teacher-led and student-led parent conferences are scheduled as needed or desired by either party.

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 accordance with the CPS policy, student progress reports are sent home Q1, Q2, Q3, Q4 to inform parents of their child's academic progress. In addition, report cards are sent home for the second and fourth quarter. Parent conferences to discuss academic progress with parents are held during the Q1 and Q3. The principal sends out on-track off-track reports as they are available at the 5 week interval. Monthly progress reports are sent home to parents via the classroom teacher. The school send additional "shout outs" to parents letting them know that their child is on-track or off-track. Lastly, student performance is communicated to parents in accordance with the CPS school calendar.

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

Parents are invited to meet with teachers on a needs basis. Before school and after school are typically the best approach to talk with the teachers. However, on certain cases, when there are extreme situations, parents may have to schedule a meeting that feasible to all parents involved in a situation with the students. Parents are required and sign in at the security desk and proceed to the office.

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.

All parents that complete the CPS volunteer application and have met with the principal has the opportunity to volunteer at the school.

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

Parents assist with the Attendance program at Michael Faraday. Several parents serve as attendance angel in which they monitor and chart certain targeted students attendance as well as provide small incentives to students that come to school everyday.

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 typically schedule a meeting with principal if they have concerns outside the normal course of instructional practices. Typically during the parents workshop, NCLB parent meetings or LSC parents may voice concerns regarding the direction of the school and learning of the students.

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 share the responsibility of knowing their own learning and status of NWEA scores, classroom gradebook and standards and expectations for excelling to the next required goal. Students also have emails in which they can review their grades on line. Lastly students meet with their teachers to set Goal Setting at the BOY, MOY and EOY. In addition, students will maintain good attendance, keep a positive attitude, come prepared for/and participate in class, and participate in extra-curricular activities.

**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.

The school budget has not been established

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00

53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	500	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	501	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	27	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	750	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	755	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00