



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/26/2016	ILT	SEF Prioritization

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

Grade Level Meetings have a vision/agenda ahead of time and based per ILT's request for feedback, TLIs have a shared vision of the district, SQRP Update provided at every school committee meeting, Monroe Updates communicates vision and priorities, 3 Core Building Committees - plus Subject Specific Committees- plus 100% of staff on a Committee per Flex Hours, Vertical Ladder creates coherent goals.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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.

Score

1 2 3 4

100% of staff participate in Instructional Rounds as Observer and Observee, Structured protocols and agenda at every meeting, Schedule and structure of regular meetings, ILT chair and Admin meet weekly to plan meetings, GLT leads review ILT vision each week, GLT representatives voted upon make ILT, Data Wise swoosh initiative presented nationally through Harvard, Norming and Data Wise agenda used at every meeting,

Guide for Instructional Leadership Team

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

- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

1 2 3 4

Teachers choose from 4 courses sustained throughout the year monthly on Wednesdays, Common Planning time across grade levels, Schoolwide initiative on Vocabulary to identify best practices identify quarterly learning cycles, Teacher Leaders at PD's, Assessment Feedback Template created by ILT, Peer Observations structure in place, Teacher teams have professional texts reading in GLT time, Instructional Rounds create a safe-practice and follow up space, GLT included in the hiring practice, Conferences and PD's are approved/paid for/and arranged with the support of Administration, Conference Form procedures and MONROE PROFESSIONAL DEVELOPMENT google calendar, Monroe Updates include PD opportunities, PD opportunities listed on Staff Website, Network Coaches/SSA's/Instructional Support Leads provided to teachers, Teachers state goals at beginning of year and posted in Teacher Lab publically, Ideas for continued improvement: Getting more buy-in for current instructional initiatives, and being more systematic for which PD's we go to and prioritizing the TLI time, and creating constactical congruence for extended day PD

Guide for Professional Learning

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

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

Schedule Change Form instituted and required for all schedule changes, Resource Room available, Citizen Schools to provide additional time/support to school vision, Intervention Period created per student need, Before and After School opportunities for all interested teachers, High Teacher Retention Rate, Streamlined purchase orders SY16, Math Curriculum voted upon by all staff, Parent Mentor Program/Intermediate Interventionists/Citizen Schools create specialized services for each grade band, Scheduling optimized teacher certifications, no loss of current teaching staff in dire fiscal climate, Currently 4 major technology grants being utilized, Staff asked to take Middle of Year MVMS survey to track resource alignment and more, Technology implementation 8:1 and available on all floors,

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

Second Step for social-emotional learning, Clear articulation of standards kids should know be able to do per the Vertical Ladder, ELL and Diverse Learners follow same Vertical Ladder, Reach National Geographic Curriculum supplements ELL learning, Lexiled Readers and Leveled Libraries present in nearly all rooms, ELL get native language support and development, Submission of 5 week assessments ensure backwards planning, Vertical Ladder examined on 5 week cycles, Publishing Parties, Authors' Day and Genius Hour Celebrations, Music Department plays at Logan Square Farmers Market, Problem of Month Gallery Walk, No scripted curriculum provided in K-8 ELA, Progress Monitoring K-5, Advanced Algebra in 8th Grade,

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&scrid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

21 subscriptions for supplemental blended learning (RAZ kids, Brain Pop), No cohesive set of ELA materials k-8, Most teacher have Spanish and English Language libraries, Connected Math available in Spanish for those not enrolled in EL program, Specific instructional needs adopted via increasing hands on-strategies, Envision Math and Connected Math k-8, Foss Kits/SEPUP k-8, Amplify Kits k-5, Google Classroom used in all 5-8 ELA classrooms, 8th Grade students clearly identify IRB, Resource Room available with curricular supports. Pre-K uses teaching strategies GOLD.

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/updated 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.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

High School curriculum that includes parents and students centered around choice, host high school fairs, every student selects at least 5 potential high schools, field trips to high schools to take tours, the high school transition project is being expanded to 7th grade, citizen school internships provides a view of the outside world, 8th Algebra is offered at Monroe, goal setting to transition from one grade to another, field trips to have exposure to the outside the world, teachers created a bulletin board with college stories to encourage college awareness, counselor is dedicated to make sure every student is applying to a high school.

Guide for Transitions, College & Career Access & Persistence

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

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Intervention is built into the schedule, centers especially in primary, school wide instructional initiatives for example root words, teaching model in math has turned to perseverance and allowing students to struggle, Genius Hour in 5th/7th/8th grade allows for student directed learning, Book Clubs in various grades are student led, vertical ladder, 6 week assessment protocol sheet is completed by teachers to monitor teaching, progress monitoring using Amplify for students that are struggling, math help offered for bilingual/monolingual in the mornings, school wide focus on using text evidence, use of essential questions for units

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

MTSS team meets every other week, the counselor pulls student for small groups, PBIS present in all classrooms across the building. Second Step lessons weekly, attendance is tracked daily, check in check out program available for problem students, token economy eagle buck system supports SEL, monthly family nights to communicate with parents, goal setting worksheets are evident for student learning plans, progress monitoring schedule for school, letters are sent home for 5 and 10 day absences,

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.

- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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.

1 2 3 4

Vertical ladder is designed to line up goals across grades, common assessments are based on the standards, common assessments are reflected upon on cycles, vertical ladder provides access to classroom and school wide data, parent portal provides access to student grades, grade levels create newsletters to give a heads up for 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
	✓ Grade distribution reports (course success rates)
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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

1 2 3 4

School is welcoming with pictures of current students learning, #onemonroe message is evident throughout the building, awards ceremony for recognizing high achievement, perseverance is a focus as a result of the math TLI's initiative, high engagement of students is reflected on low numbers in regards to discipline, Student of the Month awards to recognize monthly achievements in the classroom for each grade, playworks program has engaged students more in recess, junior coach program to promote leadership, Math talks have helped to develop academic mindsets, school wide goal setting, student self-assess using goal sheets, rubrics are available to the students before the assessments and can self-assess, high school transition process allows for students to choose reach schools, teachers post bulletin boards with standards, student work, and essential questions to set a culture of encouragement

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

CICO for students who are struggling with behavior issues, administration has an open door policy, classroom teachers coach school teams to build relationships, older students work with younger students in the reading buddies program, instructional rounds for teachers, restorative justice practices evident at Monroe, family meetings in 5th grade, parenting workshops available for parents, family nights help to build relational trust, inclusion model encouraged for students with IEP's, meeting norms like assuming positive intent, second step helps to build relational trust

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

A variety of after-school programs are offered to students ranging from sports to other extra curricular activities such as Italian, knitting, zumba, student council, students choose an elective track, 8th graders complete community service, MSMV survey is completed by 4th-8th, family nights, 8th grade Algebra is offered, prior LSNA partnerships with PRAA, students give input on what to put in the eagle buck store

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

Security guards and/or staff at 3 entrances during student entering, video monitoring of the building, kiss and go drop off, classrooms are assigned certain doors at dismissals, clear posted expectations posted in different locations, assemblies and teachers to revisit, fire drills are efficient, restorative practices, student logger for academic and behavior issues, clear criteria for what is handled in the classroom and what is sent to the office, an adult is in the dean's office to help with behavior issues

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to

Score

1 2 **3** 4

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.

MTSS team meets every other week, the counselor pulls student for small groups, PBIS present in all classrooms across the building, Second Step lessons weekly, attendance is tracked daily, check in check out program available for problem students, token economy eagle buck system supports SEL, monthly family nights to communicate with parents, goal setting worksheets are evident for student learning plans, progress monitoring schedule for school, letters are sent home for 5 and 10 day absences,

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 2 **3** 4

Parent Mentors in classrooms across the school, PAC and BAC are active at Monroe, Family Nights are once a month with a variety of initiatives, parent library open daily, Cafe and Conversacion for parents to voice concerns, Functioning LSC meetings are public, Newsletter and e-mail communication, Nutrition, Computer and English classes offered, International Festival, Translation available for parent meetings, calls in dual languages, parent concern form, individual parent meetings for academic or behavior concerns

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

2 Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
In 2014-15, many students exited the Bilingual program and while their growth percentile was above 70%, they are still language learners and therefor their growth did not compare well against growth of native English speakers. In general, students are growing and achieving at higher rates than prior years. This year we have spent time developing our assessment practices and together engaging in school-wide instructional practices.	66.00	38.00	50.00	55.00
National School Growth Percentile - Math				
The school saw a sizable increase in Math growth from the year prior. This year we have purchased and implemented a new, more rigorous math curriculum tool and have engaged in school-wide POM practices. Additionally we began a PD series in understanding and implementing math practices. We may see a leveling of the growth due to the implementation curve, but Teachers have recently seen students acclimating to the program and improving their performance.	55.00	64.00	70.00	75.00

% of Students Meeting/Exceeding National Ave Growth Norms

The School has worked to develop the faculty in the areas of Math and Reading with targeted PD on common instructional practices and investment in new, more rigorous curricular tools. Additionally we are in year 2 of very explicitly and publicly revising our K-8 Curriculum and are beginning the same work in Science and Social Studies.

57.30

(Blank)

60.00

65.00

African-American Growth Percentile - Reading

N/A

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Reading

In 2014-15, many students exited the Bilingual program and while their growth percentile was above 70%, they are still language learners and therefore their growth did not compare well against growth of native English speakers. In general, students are growing and achieving at higher rates than prior years. This year we have spent time developing our assessment practices and together engaging in school-wide instructional practices.

64.00

40.00

50.00

55.00

English Learner Growth Percentile - Reading

In 2014-15, many students exited the Bilingual program and while their growth percentile was above 70%, they are still language learners and therefore their growth did not compare well against growth of native English speakers. In general, students are growing and achieving at higher rates than prior years. This year we have spent time developing our assessment practices and together engaging in school-wide instructional practices.

(Blank)

73.00

75.00

80.00

Diverse Learner Growth Percentile - Reading

In 2014-15, many students exited the Bilingual program and while their growth percentile was above 70%, they are still language learners and therefore their growth did not compare well against growth of native English speakers. In general, students are growing and achieving at higher rates than prior years. This year we have spent time developing our assessment practices and together engaging in school-wide instructional practices.

1.00

1.00

10.00

15.00

African-American Growth Percentile - Math

N/A

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Math

The school saw a sizable increase in Math growth from the year prior. This year we have purchased and implemented a new, more rigorous math curriculum tool and have engaged in school-wide POM practices. Additionally we began a PD series in understanding and implementing math practices. We may see a leveling of the growth due to the implementation curve, but Teachers have recently seen students acclimating to the program and improving their performance.

56.00

63.00

70.00

75.00

English Learner Growth Percentile - Math

The school saw a sizable increase in Math growth from the year prior. This year we have purchased and implemented a new, more rigorous math curriculum tool and have engaged in school-wide POM practices. Additionally we began a PD series in understanding and implementing math practices. We may see a leveling of the growth due to the implementation curve, but Teachers have recently seen students acclimating to the program and improving their performance.

(Blank)

39.00

45.00

50.00

Diverse Learner Growth Percentile - Math

The school saw a sizable increase in Math growth from the year prior. This year we have purchased and implemented a new, more rigorous math curriculum tool and have engaged in school-wide POM practices. Additionally we began a PD series in understanding and implementing math practices. We may see a leveling of the growth due to the implementation curve, but Teachers have recently seen students acclimating to the program and improving their performance.

1.00

61.00

65.00

70.00

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

Monroe is transitioning to an attainment-based goal setting protocol because it is easier to establish clear, transparent mechanism to progress monitor our school.	31.00	34.00	40.00	45.00
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National School Attainment Percentile - Math (Grades 3-8)

The school transitioned to a new curriculum in SY16 and we anticipate a slowing in our growth progressions before we again steadily increase in subsequent years - particularly once we transition to PARCC in which we see this curriculum best aligned.	37.00	56.00	60.00	65.00
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National School Attainment Percentile - Reading (Grade 2)

As we have transitioned to using more NWEA testing sessions in 2nd grade (In SY15 MOY and in SY16 BOY and MOY) we want to continue this process of using NWEA as a progress monitoring tool for our team at large and we anticipate reaping benefits of this heightened differentiation and assessment literacy.	13.00	30.00	35.00	40.00
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National School Attainment Percentile - Math (Grade 2)

As we have transitioned to using more NWEA testing sessions in 2nd grade (In SY15 MOY and in SY16 BOY and MOY) we want to continue this process of using NWEA as a progress monitoring tool for our team at large and we anticipate reaping benefits of this heightened differentiation and assessment literacy.	9.00	27.00	35.00	40.00
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% of Students Making Sufficient Annual Progress on ACCESS

We will continue to identify our progress monitoring tool for English Learners as we have our aligned our work with the WIDA standards and Reach: National Geographic program and ensured appropriate native language text/instruction. As with our NWEA initiatives, we will be heightening our efforts of differentiation based on ACCESS proficiency levels.	47.30	48.90	55.00	60.00
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Average Daily Attendance Rate

Our Weekly, Monthly, Cycle, and Semester incentive structure targeting different populations has built a culture celebrating attendance; now as we continue to climb we will need to be using more root cause analysis and increased individualized student tracking. We see our future BAG reports as another lever to meet our goal.	95.10	95.70	96.00	97.00
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My Voice, My School 5 Essentials Survey

Our trending has shown that although some areas increase, others fluctuate by extension. For instance, accountability has gone up, but autonomy has gone down. We will continue the climb but are mindful of this trend.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Develop and Implement balanced assessment and grading policies and protocols, supported by high-quality, appropriate professional learning for every stakeholder

A clearly articulated curriculum, aligned to standards and accurately assessed for mastery.

50% of our students meeting National NWEA Attainment Percentiles in 2016 and 55% in 2017

Tags: Assessment, Ccss, Standards, Grading policy

Area(s) of focus: 1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
We will articulate a 5 week assessment system, which requires the development of rubric-driven, standards based common assessments, an explicit rubric defining expectations for designing assessments, a reflection protocol to validate efficacy, and a feedback cycle from the administrative team. This protocol will apply to all PK-8 subjects in a phased implementation.	Trinidad Lopez, Bryan Quinlan, Ricardo Trujillo	Jul 21, 2016 to Sep 4, 2018	Common Assessment Protocol established documented and monitored by admin team by June 2017.	On-Track

Ccss, Academic expectations, Academic rigor

The school will continue in defining our curriculum via our online "Vertical Ladder" map. Phase 1 began in 2015 with Math and ELA. The process will continue in 2016-17 with NGSS and Social Studies.	Trinidad Lopez, Bryan Quinlan, Ricardo Trujillo	Jun 1, 2016 to Sep 4, 2018	Protocols established for Math and ELA curriculum mapping will be applied to the creation of the NGSS and Social Studies Maps	On-Track
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Social studies, Ngss

The School will continue its 4 phase PD strategy of developing our understanding of Standards, Assessment, Instruction and finally Standards Based Grading. Each phase provides foundational learning upon which the succeeding phase builds. Each phase is multi-year in length and is evidenced by measurable deliverables which act as key levers in maximizing effect.	Trinidad Lopez Bryan Quinlan Ricardo Trujillo	Sep 6, 2016 to Sep 4, 2018	School PD plan. Math TLI action plan ELA TLI action plan School Handbook	On-Track
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Assessment, Professional Learning, Standards-based instruction, Professional development plan

Strategy 2

If we do...	...then we see...	...which leads to...
Clearly define expectations for implementing the most effective instructional practices which provide a point of access for every student, and support it with high-quality, appropriate professional learning.	Instructional practices that are relevant and provides for every learner to be challenged, engaged in the learning and demonstrate mastery of standards.	Reading students achieving a 50th growth percentile in 2016 and 55th in 2017. Math Students Achieving a 70th growth percentile in 2016 and 75th in 2017

Tags:
Professional Learning, Instructional practices, Standards-based instruction

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status
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We will articulate a 5 week assessment system- which requires the development of rubric-driven, standards based common assessments, an explicit rubric defining expectations for designing assessments, a reflection protocol to validate efficacy, and a feedback cycle from the administrative team. This protocol will apply to all PK-8 subjects in a phased implementation.

Trinidad Lopez
Bryan Quinlan
Ricardo Trujillo

Sep 6, 2016 to
Sep 4, 2018

Common Assessment Protocol established documented and monitored by admin team by June 2017.

On-Track

Assessment, Professional Learning, Grading policy

Tie together the Vertical Ladder, 5 week Assessment Protocol and our instructional initiatives into one pk-8th grade grading policy that defines weights and categories per decisions made by a Grading Committee using information pulled from a school-wide poll on pedagogical beliefs; systematically & individually accommodate for students of need, encourage teacher collaboration, and allow for response to student need per lateral progress monitoring, to create student/parent ownership and transparency.

Trinidad Lopez
Bryan Quinlan
Ricardo Trujillo

Sep 6, 2016 to
Sep 4, 2018

Faculty Handbook, ELA and Math Vertical Ladder, Assessment Protocol

Not started

Assessment, Professional Learning, Standards-based instruction

Strategy 3

If we do...

Establish and implement an explicit, common expectations for Tier 1 instruction, Tier 2 and Tier 3 Supports, which include specific protocols for engaging students which face challenges in learning or are needing additional challenges.

...then we see...

Every student engaging in the curriculum at her level and owning her process for planning, monitoring and assessing her learning

...which leads to...

60% of our students meeting/Exceeding National Growth Norms in 2016 and 65% in 2017. Priority Groups will close their achievement gap by 5% in 2016 and another 5% in 2017

Tags:
MTSS, SEL

Area(s) of focus:
3

Action step

The school will continue to develop our capacity in using our cyclical improvement system developed using the Data Wise Improvement Process as a model to identify student needs and develop our action plans. Using a data centered approach, Monroe will continue to mold our MTSS Tier 1 expectations. These expectations will continue to provide training and time for faculty to develop the skill.

Responsible

Trinidad Lopez
Bryan Quinlan
Ricardo Trujillo

Timeframe

Sep 6, 2016 to
Sep 4, 2018

Evidence for status

(Blank)

Status

On-Track

MTSS, Professional Learning, SEL, Standards-based instruction

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ We will articulate a 5 week assessment system, which requires the development of rubric-driven, standards based common assessments, an explicit rubric defining expectations for designing assessments, a reflection protocol to validate efficacy, and a feedback cycle from the administrative team. This protocol will apply to all PK-8 subjects in a phased implementation.</p> <p>Tags: Assessment, Ccss, Standards, Grading policy, Ccss, Academic expectations, Academic rigor</p>	Trinidad Lopez, Bryan Quinlan, Ricardo Trujillo	Jul 21, 2016	Sep 4, 2018	On-Track
<p>✦ The school will continue in defining our curriculum via our online "Vertical Ladder" map. Phase 1 began in 2015 with Math and ELA. The process will continue in 2016-17 with NGSS and Social Studies.</p> <p>Tags: Assessment, Ccss, Standards, Grading policy, Social studies, Ngss</p>	Trinidad Lopez, Bryan Quinlan, Ricardo Trujillo	Jun 1, 2016	Sep 4, 2018	On-Track
<p>✦ The School will continue its 4 phase PD strategy of developing our understanding of Standards, Assessment, Instruction and finally Standards Based Grading. Each phase provides foundational learning upon which the succeeding phase builds. Each phase is multi-year in length and is evidenced by measurable deliverables which act as key levers in maximizing effect.</p> <p>Tags: Assessment, Ccss, Standards, Grading policy, Assessment, Professional Learning, Standards-based instruction, Professional development plan</p>	Trinidad Lopez Bryan Quinlan Ricardo Trujillo	Sep 6, 2016	Sep 4, 2018	On-Track
<p>✦ We will articulate a 5 week assessment system- which requires the development of rubric-driven, standards based common assessments, an explicit rubric defining expectations for designing assessments, a reflection protocol to validate efficacy, and a feedback cycle from the administrative team. This protocol will apply to all PK-8 subjects in a phased implementation.</p> <p>Tags: Professional Learning, Instructional practices, Standards-based instruction, Assessment, Professional Learning, Grading policy</p>	Trinidad Lopez Bryan Quinlan Ricardo Trujillo	Sep 6, 2016	Sep 4, 2018	On-Track
<p>✦ Tie together the Vertical Ladder, 5 week Assessment Protocol and our instructional initiatives into one pk-8th grade grading policy that defines weights and categories per decisions made by a Grading Committee using information pulled from a school-wide poll on pedagogical beliefs; systematically & individually accommodate for students of need, encourage teacher collaboration, and allow for response to student need per lateral progress monitoring, to create student/parent ownership and transparency.</p> <p>Tags: Professional Learning, Instructional practices, Standards-based instruction, Assessment, Professional Learning, Standards-based instruction</p>	Trinidad Lopez Bryan Quinlan Ricardo Trujillo	Sep 6, 2016	Sep 4, 2018	Not started
<p>✦ The school will continue to develop our capacity in using our cyclical improvement system developed using the Data Wise Improvement Process as a model to identify student needs and develop our action plans. Using a data centered approach, Monroe will continue to mold our MTSS Tier 1 expectations. These expectations will continue to provide training and time for faculty to develop the skill.</p> <p>Tags: MTSS, SEL, MTSS, Professional Learning, SEL, Standards-based instruction</p>	Trinidad Lopez Bryan Quinlan Ricardo Trujillo	Sep 6, 2016	Sep 4, 2018	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 the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois

state board of education.

5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

Monroe has several outreach efforts in place to 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. The outreach efforts include monthly BAC and PAC meetings (Cafe y Conversacion), Kiss and Go Parent Drop-Off, 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 Principal's Annual Title I meeting will be held in the beginning of SY16-17. PAC and additional parent involvement meetings will take place every month during our Cafe y Conversacion. Meeting dates and agendas will be posted on entrance doors, on our website, and invitations will be sent home 48 hours in advance of meetings. State of the school will be addressed at all parent group meetings.
The Title I Annual Meeting took place on October 14, 2016 from 8:30-9:30am. The Annual Title I PAC Organizational Meeting also took place on October 14, 2016 from 9:30-10:30am. All other parental involvement meetings will be held on 11/18, 12/23, 1/20, 2/24, 3/24, 4/28, 5/26, and 6/9 from 8:30-10:30am.

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.

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 will be shared with parents at or monthly Cafe y Conversacion meetings via the principal report prepared for the LSC.

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.

The LSC, BAC and PAC are all well represented and have a voice in the decision-making process for the school. The school holds several monthly meetings to obtain feedback and recommendations. Written and oral responses will be provided when suggestions are offered.

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.

Student progress in state assessments will be provided as available to parents via NWEA student reports (2-8), Amplify student reports (K-2), Bag reports, and student goal-setting protocols.

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

Parents will be notified in writing, when a 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 weeks.

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

Principal or designee will host parent workshops throughout the year to assist parents in understanding 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. School regularly trains parents in the use of Parent Portal.

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.

To assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement, the school will provide parents ESL, technology, GED classes as well as workshops offered by community partnerships. The school currently has a Parent Library with free resources readily available to parents and their children.

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.

School currently has a parent mentoring program in place that provides a vehicle for parents to serve directly in school. Parents are recruited and serve on our Kiss and Go program to help with drop-off. BAC, PAC and LSC have active participants in school decision-making. Additionally, the school employs several opportunities for parents to actively engage in 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.

The School sponsors HEAD START with several enrichment opportunities offered to parents each month.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information related to the school and parent programs, meetings, and other activities will be sent to parents via the school webpage, paper copies sent home, posted on entrances, marquee, robocalls, and shared during parent meetings.

Policy Implementation Activities

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

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

n/a

Parent Compact

Complete

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

At Monroe, we strive to teach values within our school community, parent, students, and teachers & staff that promote respect, responsibility, and safety as we stand proudly on the 5 Pillars of Chicago Public Schools.

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.

The school will hold parent-teacher conferences as scheduled by the district. Parent-Teachers conferences will be scheduled for quarters 1 and 3. Teachers and parents may request a conference as needed and arranged usually before or after school. The principal or designee may hold additional conferences with parents to discuss attendance, promotion criteria, PLPs.

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

The school will provide parents with monthly BAG reports, district scheduled progress reports, and student progress data will be made available to parents in real time on parent portal.

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

Staff is available as requested before and after school and by appointment during teacher preparation times. Parents also have access to staff through email, school website, voicemail, note on agenda, or message left in the main 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.

Monroe parent volunteers follow the CPS volunteer policy. In addition, parents are encouraged to participate in kiss and go, parent mentor program, cafe y conversacion, monthly family nights, assemblies, and classroom specific celebrations.

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

Monroe's grading policy outlines parent involvement opportunities and provide parent-friendly tasks. Parents also assist learning by accessing Parent Portal and attending monthly family nights, IEP meetings, parent-teacher conferences, and Title 1 parent workshops.

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

LSC, BAC and PAC are all active decision-makers in the school. Meetings are scheduled and parents are notified through monthly calendar and frequent robocalls.

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

Students will share the responsibility for improved student academic achievement by meeting on-track requirements, monitoring their interim assessment goals and BAG reports, following PBIS school-wide and classroom behavior expectations.

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.

To increase student academic achievement through parental involvement, the following monthly opportunities will be offered: Parent workshops, Family Nights, Cafe Y Conversacion with Principal. Parent workshops include but are not limited to: Parent Portal, Reading Assessment Reports, How to improve communication with teachers, How to help your child at home, How to advocate for your child.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1500 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order	\$ 4800 .00

after service is rendered (NO CHECKS ARE ALLOWED)

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