Mount Vernon Elementary School (/school-plans/307) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/26/2016	Network Principal's Meeting	CIWP Training
02/17/2016	LSC Members	CIWP SEF Review
03/02/2016	ILT Team	CIWP SEF Reflect on Evidence & Assign Scores
03/16/2016	ILT Team	CIWP SEF Reflect on Evidence & Assign Scores
03/23/2016	ILT Team	CIWP SEF Reflect on Evidence & Assign Scores
04/06/2016	ILT Team	CIWP SEF Reflect on Evidence & Assign Scores

04/27/2016	LSC & ILT	Identify Framework Priorities
04/07/2016	LSC	CIWP SEF Reflection & Framework Priorities
04/27/2016	ILT	Review Action Items draft of CIWP
05/06/2016	PAC	Parent Plan & Compact
05/10/2016	GCT - ILT Lead	Parent Plan & Compact
04/12/2016	GCT - ILT Lead	SEF Survey Results Identifying Priorities
05/27/2016	LSC	CIWP Approval

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

-Principal's State of the school address, Coffee & donuts w/principal
-Family Engagement (parents participate with children in class activities/ goal-setting)
-School assemblies (SEL, Awards)
-Leadership roles for each teacher w/in dept.
-School song and pledge
-Data driven instruction (5th week assessment; NWEA Survey/Checklist)
-After school intervention programming including team-teaching
-Adherence to Network pacing guide

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

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

Instructional Leadership Team:

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

-All departments represented on team
-Meet regularly w/focused agenda
-Restructured after-school intervention program from previous year based on "is it working?" conversations
-ILT vetted computer program- IXL
-ILT team member leads Teacher Team Meetings

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

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

Professional Learning:

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

Score

1 **2** 3 4

-School-wide focus on attainment group
-High percentage of staff attends Network PD
-Primary Collaboration Cafe
-Connected classrooms (Peer Observation Tool)
-Teach back strategies from Network Professional Development
-Classroom pop-ins /informal observations

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

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

Aligned Resources:

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

Score

1 2 **3** 4

-Coat Angels (free winter wear for students); Band program; Ravinia partnership; Park district; choir; Harvest Joy (nutrition program); Learning Garden
-Grants (Achieve 3000, Donors Choose)
-Teacher handbook (instructional guidelines)
-Teacher/ESP of the month (staff nominated)
-Team building: Iron Oaks

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

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

> Adherence to Network Pacing Guide
> 5th week assessments using Compass Learning and NWEA Survey Test
> Off-track data conversations (progress monitoring)
> Attainment plans
> Gradebook Checkpoints
> Boot Camp data driven afterschool intervention program
> BETA Club
> Second Step Curriculum/Peace Circle
> Pathways to Success

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP**

**(http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?
a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
- Integrate academic and social emotional learning.
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1   2   **3**   4

Go Math & Eureka Math Curriculum Materials
DePaul University, Center for Urban Education, Literacy Resources
Achieve the Core/Corebites/ReadWorks
Guided Reading Checkout System
Scholastic News/Story works/ Read Works
Ready Common Core
Use of learning continuum

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> Student Goal-setting conferences
> Math Talks/MARS Tasks
> Scholastic News
> Computer programs (IXL/Reflex Math/Achieve 3000)
> Mt. Vernon Pledge contest, letters to the Principal

Guide for Rigorous Student Tasks

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

- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1   **2**   3   4

College and Career Ready Plans
Use of college names for grouping
College Wear Fridays

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

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

PARCC Friday
Progress Monitoring
Math Talks/ MARS Tasks
Attainment Plans
5th week assessments

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

5th week assessments using Compass Learning and NWEA Survey Test
Computer programs (Compass, IXL, Reflex, Achieve 3000)
Gradebook Checkpoints
MARS Task
Student Portfolios

Guide for Multi-Tiered System of Support

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

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

> Support of resource teachers
> SEL Team
> DEAR (Independent Reading) Time
> Additional pull-out services from resource teacher
> Personal Learning Plans updated
> After School Intervention Programs/Homework Club

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1   2   **3**   4

Goal setting conversations
Goals posted on lockers
Data poster in each classroom
Rubrics displayed on bulletin boards
SEL/Awards assembly
Assessments (weekly, 5th week)
Posters/Incentives acknowledging student success

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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

> Peace circles - Trained staff are assigned students identified through restorative practices protocols for peace circles.
> Anger management groups conducted by Social Worker
> Staff mentoring students (Mr. Marshall)
> Second Steps - SEL curriculum implemented in all classrooms
> Iron Oaks staff team building experience
> Connected classrooms - Teacher observing each other classrooms using data collection and feedback tool
> Math Teach back observations (3 read strategy)- Lead teachers bring Network PD back to team and observe teachers implement the practice.

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   3   4

After School All Stars
BETA Club
Student Council (food drive)
Leukemia drive
My Voice survey

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	✓ 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

Class Dojo (positive behavior tracking system)
School-wide expectations/voice levels posted
Student logger (misconduct reporting system)
Security staff
Emergency folders/Plans posted

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	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 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.

> SEL team
> Class Dojo (positive behavior tracking system)
> Detention
> Second Step daily instruction
> Assemblies
> Monthly Celebrating Superstars events (rewarding positive behaviors)

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

School website
Robo calls
Parent portal
Class Dojo
Celebrating Superstars committee
Family Engagement Day (Parents join children for classroom activities/ goal-setting)
Coffee and donuts with the Principal
Grandparent's Day
Back to School/Mega Event

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   13 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
There was a vast decline in student growth data. With the emphasis on small group instruction and targeted instruction using the learning continuum to address student growth areas, students will show steady and sustained growth for school years 2016-2018.	98.00	48.00	64.00	72.00
National School Growth Percentile - Math				

Data shows that students have been meeting required growth targets. With intense focus on Network math pacing guide and assessment tools, student data will continue to trend upward.	58.00	77.00	88.00	90.00

% of Students Meeting/Exceeding National Ave Growth Norms

2015-2016- 56% of students met or exceeded National Average Growth Norms. Developing a strategic MTSS intervention program targeted to address identified students not meeting EOY grade-appropriate growth norms will lead to steady and sustained growth for school years 2016-2018.	66.40	(Blank)	61.90	72.00

African-American Growth Percentile - Reading

There was a vast decline in student growth data. With the emphasis on small group instruction and targeted instruction using the learning continuum to address student growth areas, students will show steady and sustained growth over school years 2016-2018.	98.00	48.00	64.00	72.00

Hispanic Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

English Learner Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Diverse Learner Growth Percentile - Reading

The development and implementation of student individualized learning plans will lead to steady and sustained growth over school years 2016-2018.	(Blank)	9.00	13.00	20.00

African-American Growth Percentile - Math

Data shows that students have been meeting required growth targets. With intense focus on Network math pacing guide and assessment tools, student data will continue to trend upward.	58.00	77.00	88.00	90.00

Hispanic Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

English Learner Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Diverse Learner Growth Percentile - Math

The development and implementation of student individualized learning plans will lead to steady and sustained growth over school years 2016-2018.	(Blank)	70.00	76.00	80.00

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

The percentage of students meeting national attainment percentiles has not been significant. Targeting students; developing and implementing extended day, enrichment, and blended learning opportunities over time will increase the number of students meeting national school attainment percentiles appropriate for each grade level.	40.00	32.00	36.00	50.00

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

Continued implementation the Network pacing guide with fidelity and the frequent assessment of student skill acquisition will lead to the continued upward trend in the number of students meeting grade appropriate attainment targets.	19.00	29.00	42.00	50.00

National School Attainment Percentile - Reading (Grade 2)

The implementation of differentiated instruction, MTSS pull-out intervention, blended learning, and after school intensive instructional support has lead to the swift and significant upward movement in students meeting grade appropriate attainment targets. Continued implementation of these strategies will lead to consistent growth over school years 2016-2018.	5.00	85.00	12.00	50.00

National School Attainment Percentile - Math (Grade 2)

The implementation of differentiated instruction, MTSS pull out intervention, blended learning, and after school intensive instructional support has lead to the swift and significant upward movement in students meeting grade appropriate attainment targets. Continued implementation of these strategies will lead to consistent growth over school years 2016-2018.	4.00	43.00	17.00	50.00

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Average Daily Attendance Rate

Developing and implementing an aggressive attendance improvement program will lead to a steady increase in daily student attendance for the upcoming 2016-2018 school years.	93.80	94.60	93.90	96.00

My Voice, My School 5 Essentials Survey

For the 2014-2015 school year, the My Voice, My School 5 essentials survey rated the school as being Moderately Organized which was an improvement from the previous year's rating of partially organized. The goal of the school is to be rated Well Organized. Analyzing the results of the MVMS survey to identify areas for improvement, then developing an improvement plan for implementation will lead to an improvement in student and teacher voice on the My Voice My Choice survey.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
On Track Data				
3-8 On Track Data has shown an increase of students being on track within the last three years: {2013 46.7%}, to {2014 48.4%}, to {2015 54.8%}. Continuing to monitor students grades, attendance pattern, and misconducts during monthly grade cycle team meeting will lead to an increase of our students in grades 3-8 being on track.	54.80	56.00	58.00	60.00
Parent Engagement				
To increase the percentage of parents picking up student report cards. Data indicates that parents who picked up student report cards were 74.68% by Quarter 3 that percentage increased to 76.57%. It is our goal to increase that percentage quarterly every year by an average of 2%.	74.00	76.57	78.00	80.00
Decrease student misconducts				
Our school's goal is to reduce the number of student infractions for 3-3 fighting; 2 people no injuries and 3-10; bullying behaviors. Data shows that over the last 4 years, there has been an increase in student fighting and bullying behaviors most of which occur during the recess period. 3-3 Misconducts shows that in the SY 2014-2015 there were 26 incidents of fighting, whereby currently there are 55 incidents of fighting. Group 3-10 Misconducts show that in SY 2014-2015 there were 18 incidents of bullying whereas now there are 37 cases of bullying. It is our goal to revise and revisit restorative practices, to ensure that second steps curriculum is being taught with fidelity, and refer Tier 2 or 3 students for clinical support in an effort to decrease misconduct in these two areas. The goal is decrease the average percentage of these two misconducts groups over the coming years. The percentages should decrease rather than increase.	26.00	38.60	30.00	25.00

Strategies

Strategy 1

If we do...

If we plan lessons aligned to the Network's scope and sequence; implement a range of pedagogical approaches that meet the learning needs of every student; close the achievement gap between general education and diverse learners; regularly progress monitor and adjust instruction to address student misunderstandings through reteaching strategies, interventions, and enrichment..

...then we see...

Quality instruction provided to all students in every classroom; increased improvement in small group instruction; more students meeting individual learning and grade level achievement targets.

...which leads to...

students meeting the 70th, or better, percentile growth measures on the National reading and math NWEA MAP assessments; and 60%, or better, of students in grades 2-8 meeting or exceeding national average growth norms on Reading and Math NWEA MAP Assessments.

Tags:
MTSS, Literacy/Reading, Instructional Coaching, Family and Community Engagement, Teacher Teams/Collaboration, ILT, Academics, Professional development, Progress monitoring, Lesson planning, After-school, Instructional planning, Data analysis, Budget, Data driven instruction, Balanced assessment

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Classroom technology and wireless labs will be supplemented and maximized to provide targeted literacy and math instruction. Chromebooks will be purchased for 1:1 personalized learning; and assessment programs that will be integrated into reading and math curriculum. (i.e; Lexia Reading Core 5, Achieve 3000, Smarty Ants, IXL, Reflex Math, Mathletics, intervention, etc..) Explore and purchase tech systems that support 5-week school-wide assessments.	Teachers	Aug 1, 2016 to Sep 6, 2016	Purchase order Lesson plans	Not started

Technology, Budget

Intervention and or enrichment blocks will be built into each grade level schedule to support student learning. Students grouped by RIT across classrooms, i.e. walking reading and walking math during designated days and times of the week. All staff will be included to provide instructional support for students. Recruitment of college students and volunteers to serve as tutors to support intervention and enrichment program. Identify, evaluate, and purchase supplemental, standards-based literacy and math material to provide intervention to students.	Teachers Administrators Support staff	Sep 6, 2016 to Nov 4, 2016	Lesson plans	Not started

Budget, Data driven instruction

Update classroom libraries with fiction and nonfiction materials. Classroom libraries will arranged by lexile level. Students will know their individual lexile levels and choose books appropriately .Purchase classroom magazines from Scholastic to support nonfiction reading and math CCSS and science NGSS implementation.	Administrators Teachers	Aug 1, 2016 to Nov 4, 2016	Feedback document Evidence for follow-up	Not started

Resources, Budget

Allocate funds for teacher professional development, including extended day pay and substitute service. ILT will create professional development plan that incorporates curriculum/assessment mapping, lesson plan development, and coaching focused on implementing common core Literacy and Math Standards. Develop relationship with DePaul University's Center for Urban Education to provide support with instructional planning using Common Core standards and to become PARCC Ready.	Administration ILT Teachers	Aug 1, 2016 to Nov 4, 2016	Planning calendar Agendas Sign-in sheets	Not started

Professional development, Budget

Provide extended pay bucket to teachers to work over the summer to work collaboratively to deep dive into data, to create unit plans, assessments and student work analysis protocol.	Administration Teachers	Aug 1, 2016 to Sep 2, 2016	Planning calendar Lesson plans Agendas Sign-in sheets	Not started

Lesson planning, Budget

Schedule grade cycle team, math lead, and literacy lead team meetings to allow for planning, teach-backs, data analysis, student work, lesson planning and monitoring of implementation of practices from Network and school-based professional development.	Administration	Aug 1, 2016 to Nov 4, 2016	Planning calendar Agendas Sign-in sheets	Not started

Teacher Teams/Collaboration

Strategy 2

If we do...	...then we see...	...which leads to...
If we create rich environments where all students learn at a high level by having educators apply Levels 3 and 4 on the Depth of Knowledge wheel to design better instruction and assessment; design student tasks to reflect the key Common Core shifts in Literacy and	A common language is developed school-wide to understand "rigor" or cognitive demand in assessments, lessons, and tasks; complexity of thinking and cognitive depth of tasks, to improve rigor of instruction, can be seen in every classroom.	Students adapting to challenges, working cooperatively and solving problems on their own, students working without the constant supervision of teachers, communicating with one another to solve challenging problems and freely offering their own ideas. Consequently,

Math; teach for robust understanding; and to develop or implement a protocol for analyzing student work on a regular basis with fidelity…

students will become analytical and critical thinkers, independent problem solvers, experts at communicating with others, and socially astute learners — the skills needed to become successful members of the 21st century.

Tags:
Literacy/Reading, Instructional Coaching, Instructional practices, Professional development, Depth of knowledge, Balanced grading and assessment, Instructional planning, Budget, Data driven instruction, Backwards design

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide extended day bucket for grade level bands to collaborate and plan strategies to deliver high quality /rigorous instruction.	Teachers	Sep 6, 2016 to Nov 4, 2016	Agendas Sign-in sheets Lesson plans	Not started

Instructional planning, Budget

Research and develop rubrics for authentic student work.	Administrators Teachers	Aug 1, 2016 to Nov 4, 2016	Student products Rubrics	Not started

Balanced grading and assessment

Provide professional development around the backwards-design model. Create, implement and analyze assessments for backwards mapping.	Teachers Administrators	Aug 1, 2016 to Nov 4, 2016	Agendas Sign-in sheets Lesson plans	Not started

Backwards design

Conduct summer and year long professional development for Common Core lesson planning, assessment, use of DOK, Backwards Design, Develop and implement protocol for analyzing student work and identifying DOK level.	Administrators Teachers	Aug 1, 2016 to Sep 2, 2016	Agendas Sign-in sheets Lesson plans Student products	Not started

Professional development, Budget

Provide professional working clinics to develop a common and shared language about "Rigor" as it relates to its meaning, teacher/student interaction and support, assignments, assessments and overall school-wide culture.	Teachers Administrators	Aug 1, 2016 to Nov 4, 2016	Agendas Sign-in sheets Lesson plans Student products	Not started

Dok

Monitor and provide feedback bi-weekly for teacher assessments and lesson plans using rubric or checklist of look-fors.	Administrators	Sep 6, 2016 to Nov 4, 2016	Feedback document Evidence for follow-up	Not started

Instructional Coaching

		Sep 6, 2016 to Nov 4, 2016		
Teachers use literacy strategies to implement close readings of complex text, focus on academic language, cite evidence from text and write to sources, and demonstrate comprehension through speaking and listening.	Teachers		Lesson plans	Not started

Literacy/Reading

Strategy 3

If we do...	...then we see...	...which leads to...
Create a school-wide shared belief that reflects the importance of high expectations, learning and hard work taken by students and staff; create cognitively energized classrooms; celebrate student perseverance, ownership and pride in work; and teach a growth mindset to students and staff	Students will become engaged and empowered; will begin to compare where they are with where they need to go; set specific goals for what they will accomplish; choose effective strategies for achieving those goals; assess and adjust what they are doing to get there as they are doing it; and all staff will share the belief that they can contribute and make a difference and are invested in the students and school's success.	Students who take ownership of their learning attribute what they do well to decisions that they make and control. These factors not only increase students' ability to assess and regulate their own learning but also boost their motivation to learn as they progressively see themselves as more confident and competent learners.

Tags:
Technology, Family and Community Engagement, Data Use, Academics, Parental involvement, Student enrichment, Cooperative learning, Academic expectations, Student engagement, Data analysis, Parent partnerships, Student learning, Student ownership

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Individual student-teacher data conferences every 5 weeks. Teachers guide students in developing specific strategies toward attaining personally set, data-based goals. These goals are shared with parents and posted on lockers/ student desks. Frequent opportunities to reflect on progress are provided.	Teachers	Sep 6, 2016 to Nov 4, 2016	Teacher/student goal setting documents	On-Track

Data Use

Progress monitoring charts are visible throughout the classrooms and hallways; data walls, math fact fluency progress, independent reading/ book challenge progress, IXL assignment completion.	Teachers	Sep 6, 2016 to Nov 4, 2016	Data walls	On-Track

Progress monitoring

Students contribute to tracking their own growth on digital programs such as IXL, Reflex and Achieve 3000. Their awareness of their progress should be evident in portfolios and referred to during student-teacher data conversations.	Students Teachers	Sep 6, 2016 to Nov 4, 2016	Student portfolios	Not started

Student ownership

Teachers will post examples of rigorous, standards-based student work with appropriate rubric to reflect learning occurring in the classroom. An area will be developed for each classroom enabling students to choose and display graded work in which they are proud.	Teachers Students	Sep 16, 2016 to Nov 4, 2016	Student product display wall	Not started

Student learning

Continue partnerships with West Point School of Music, Ravinia, Chicago Children's Choir, and other community based organizations to promote and enhance student success.	Administration	Aug 1, 2016 to Nov 4, 2016	Contracts Performances	Not started

Family and Community Engagement

Implement student-focused recognition organizations: Beta Club, Student Council, National Junior Honor Society, National Elementary Society, Chess Club, etc.	Administration Teachers Support Staff	Sep 6, 2016 to Nov 4, 2016	Agendas Sign-in sheets	Not started

Student enrichment

Partner with AVID Elementary Readiness system to close the achievement gap by preparing all students for college readiness and success in a global society. Reestablish partnership with GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Program).	Administration	Aug 1, 2016 to Nov 4, 2016	Contracts	Not started

Family and Community Engagement, Budget

Host family literacy, math, and science events. Host a 2nd quarter report card pick up engagement day where parents participate in class-wide data conversations and learning experiences aimed at preparing students for higher learning and academic growth.	Administration Teachers Support Staff	Sep 5, 2016 to Sep 5, 2016	Agenda Sign In sheets	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
Develop a school based climate and culture that fosters a sense of respect and solidarity amongst teachers, students and families.	Student –teacher, Parent-teacher, and teacher-teacher partnerships learning from and trusting each other; Talking honestly with each other about what's working and what's not; planning, implementing, and evaluating improvement initiatives.	Civility and social trust among teachers, students, parents, and school leaders that improves the school. Teachers are empowered and unafraid to take risks. Students are motivated and connected to the school because they trust their teachers. Families are

supportive because the principal and teachers have built trusting relationships with them.

Tags:
Climate and Culture, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Restorative approaches, Professional development, Parental involvement, School climate, Teacher-teacher trust & support, Student engagement, Student council, Budget, Sel mtss, Second step

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide opportunities for peer coaching and cross classroom visitations to review curriculum, teaching strategies, and student learning with the opportunity for staff to discuss these visits during common preparation periods with an agenda.	Administration	Sep 6, 2016 to Nov 4, 2016	Agendas Sign-in sheets Lesson plans	Not started

Instructional practices, Academics, Student engagement, Students tasks, Administration, Strategies, Teachers

Daily instruction and review of Second Step skills for social and academic success. Implementation of morning meeting and/or Peace circle time to establish focus and foster group cohesion.	Teachers	Sep 6, 2016 to Nov 4, 2016	Lesson plans	On-Track

Second step

Establish monthly after school faculty meeting in place of principal-directed preparation period for that week. Use the time for professional development and to promote team building and respect among teachers.	Administration Teachers	Sep 6, 2016 to Nov 4, 2016	Agendas Sign-in sheets	Not started

Professional development

Continue monthly staff-nominated "Teacher and ESP of the Month" awards based on established criteria. Bulletin board reflects compliments from all staff members for the honorees.	Administration Teachers Support staff	Sep 6, 2016 to Nov 4, 2016	Ballots Positive comment cards	On-Track

School climate

Positive phone calls or contact through Class Dojo recorded monthly for every student by their teacher. Teachers keep positive communication logs to record the contact each parent receives from the teacher on a monthly basis.	Teachers	Sep 6, 2016 to Nov 4, 2016	Class Dojo Positive communication log	Not started

Parental involvement

Host staff retreat to focus on relationship and team building strategies.	Administration	Aug 1, 2016 to Sep 2, 2016	Agenda Sign-in sheet	Not started

Teacher-teacher trust & support, Budget

Student of the Month: Teachers will select a student from each classroom who demonstrates positive behavior. These students will be recognized for exhibiting excellent behavior and given special incentives.	Teachers	Sep 30, 2016 to Nov 30, 2016	Student of the month submission form from teachers	Not started

SEL

Strategy 5

If we do...	...then we see...	...which leads to...
Develop protocol and procedures that leads to a reduction of misconducts during recess, hallway transitions, and specialty classes; frequently monitor and assess the effectiveness of those measures	a reduction in the amount of instructional minutes lost; reduction in out of school suspensions; all teachers supporting and enforcing school wide expectations for behavior; restorative practices implemented with fidelity.	a safe and civil school that is bully free, physically and emotionally safe and all adults working towards maintaining a safe and orderly environment.

Tags:
Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, School climate, Teacher-teacher trust & support, Academic expectations, Budget, School climate pbis, Behavior supports

Area(s) of focus:
5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Consistent use and monitoring of Student Logger to record disciplinary infractions and document interventions. Logs will be reviewed daily to determine if a plan of intervention is required.	Teachers Administration Support staff	Sep 6, 2016 to Nov 4, 2016	Student logger	On-Track

Behavior and Safety

Consistent use of Class Dojo interactive behavior management system where all parents connected and all students engaged in the point-earning/ reduction process. Celebrating Superstars monthly events for students who reach Dojo point goals.	Teachers Administration Support staff	Sep 6, 2016 to Nov 4, 2016	Class Dojo Celebrating Superstars monthly agenda	On-Track

School climate pbis

Development of organized recess program consisting of engaging activities and games that promote teamwork, exercise, and fun followed with biweekly meeting held with lunch and recess staff to ensure implementation of rules and protocols associated with lunch and recess.	Administration Support staff	Aug 1, 2016 to Sep 30, 2016	Agenda Sign-in sheets	Not started

Behavior and Safety

Hire Dean of Students to eliminate out of school suspensions with development and implementation of a working in-school suspension program.	Administration	Aug 1, 2016 to Nov 4, 2016	Position filled	Not started

Budget, Behavior supports

Extended day bucket for SEL team to review school policies, practices, and identify areas where SEL should be integrated. SEL team leader leads monthly grade cycle team meetings to review practices and support teachers in their implementation. Request network support for school improvement day to train entire staff on restorative practices.	SEL team	Aug 1, 2016 to Nov 4, 2016	Agenda Sign-in sheet	Not started

SEL, Budget

Conduct staff, student, parent climate surveys to assess improvement needs of the school-wide discipline structures, positive behavior, and anti-bullying initiatives . SEL team analyzes the school-wide climate data, focusing on identified areas of improvement to tweak policies if necessary and/or move on to new areas of need.	SEL team	Oct 3, 2016 to Dec 23, 2016	Surveys. Feedback documentation and follow-up documentation based on survey data.	Not started

Data Use, Budget

Create a school-wide "Wildcat Buck" store. Purchase incentives for students that can purchase with bucks earned monthly. Create schedule for students to come and purchase items from the store with wildcat bucks. Select ESP/ staff to be in charge of the proper functioning of the store.	Administration School Support Staff	Aug 1, 2016 to Nov 4, 2016	School-wide store. School-wide schedule to shop at the store.	Not started

School climate, Budget

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Classroom technology and wireless labs will be supplemented and maximized to provide targeted literacy and math instruction. Chromebooks will be purchased for 1:1 personalized learning; and assessment programs that will be integrated into reading and math curriculum. (i.e; Lexia Reading Core 5, Achieve 3000, Smarty Ants, IXL, Reflex Math, Mathletics, intervention, etc..) Explore and purchase tech systems that support 5-week school-wide assessments. Tags: MTSS, Literacy/Reading, Instructional Coaching, Family and Community Engagement, Teacher Teams/Collaboration, ILT, Academics, Professional development, Progress monitoring, Lesson planning, After-school, Instructional planning, Data analysis, Budget, Data driven instruction, Balanced assessment, Technology, Budget	Teachers	Aug 1, 2016	Sep 6, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Intervention and or enrichment blocks will be built into each grade level schedule to support student learning. Students grouped by RIT across classrooms, i.e. walking reading and walking math during designated days and times of the week. All staff will be included to provide instructional support for students. Recruitment of college students and volunteers to serve as tutors to support intervention and enrichment program. Identify, evaluate, and purchase supplemental, standards-based literacy and math material to provide intervention to students. Tags: MTSS, Literacy/Reading, Instructional Coaching, Family and Community Engagement, Teacher Teams/Collaboration, ILT, Academics, Professional development, Progress monitoring, Lesson planning, After-school, Instructional planning, Data analysis, Budget, Data driven instruction, Balanced assessment, Budget, Data driven instruction	Teachers Administrators Support staff	Sep 6, 2016	Nov 4, 2016	Not started
✚ Update classroom libraries with fiction and nonfiction materials. Classroom libraries will arranged by lexile level. Students will know their individual lexile levels and choose books appropriately .Purchase classroom magazines from Scholastic to support nonfiction reading and math CCSS and science NGSS implementation. Tags: MTSS, Literacy/Reading, Instructional Coaching, Family and Community Engagement, Teacher Teams/Collaboration, ILT, Academics, Professional development, Progress monitoring, Lesson planning, After-school, Instructional planning, Data analysis, Budget, Data driven instruction, Balanced assessment, Resources, Budget	Administrators Teachers	Aug 1, 2016	Nov 4, 2016	Not started
✚ Allocate funds for teacher professional development, including extended day pay and substitute service. ILT will create professional development plan that incorporates curriculum/assessment mapping, lesson plan development, and coaching focused on implementing common core Literacy and Math Standards. Develop relationship with DePaul University's Center for Urban Education to provide support with instructional planning using Common Core standards and to become PARCC Ready. Tags: MTSS, Literacy/Reading, Instructional Coaching, Family and Community Engagement, Teacher Teams/Collaboration, ILT, Academics, Professional development, Progress monitoring, Lesson planning, After-school, Instructional planning, Data analysis, Budget, Data driven instruction, Balanced assessment, Professional development, Budget	Administration ILT Teachers	Aug 1, 2016	Nov 4, 2016	Not started
✚ Provide extended pay bucket to teachers to work over the summer to work collaboratively to deep dive into data, to create unit plans, assessments and student work analysis protocol. Tags: MTSS, Literacy/Reading, Instructional Coaching, Family and Community Engagement, Teacher Teams/Collaboration, ILT, Academics, Professional development, Progress monitoring, Lesson planning, After-school, Instructional planning, Data analysis, Budget, Data driven instruction, Balanced assessment, Lesson planning, Budget	Administration Teachers	Aug 1, 2016	Sep 2, 2016	Not started
✚ Schedule grade cycle team, math lead, and literacy lead team meetings to allow for planning, teach-backs, data analysis, student work, lesson planning and monitoring of implementation of practices from Network and school-based professional development. Tags: MTSS, Literacy/Reading, Instructional Coaching, Family and Community Engagement, Teacher Teams/Collaboration, ILT, Academics, Professional development, Progress monitoring, Lesson planning, After-school, Instructional planning, Data analysis, Budget, Data driven instruction, Balanced assessment, Teacher Teams/Collaboration	Administration	Aug 1, 2016	Nov 4, 2016	Not started
✚ Provide extended day bucket for grade level bands to collaborate and plan strategies to deliver high quality /rigorous instruction. Tags: Literacy/Reading, Instructional Coaching, Instructional practices, Professional development, Depth of knowledge, Balanced grading and assessment, Instructional planning, Budget, Data driven instruction, Backwards design, Instructional planning, Budget	Teachers	Sep 6, 2016	Nov 4, 2016	Not started
✚ Research and develop rubrics for authentic student work. Tags: Literacy/Reading, Instructional Coaching, Instructional practices, Professional development, Depth of knowledge, Balanced grading and assessment, Instructional planning, Budget, Data driven instruction, Backwards design, Balanced grading and assessment	Administrators Teachers	Aug 1, 2016	Nov 4, 2016	Not started
✚ Provide professional development around the backwards-design model. Create, implement and analyze assessments for backwards mapping. Tags: Literacy/Reading, Instructional Coaching, Instructional practices, Professional development, Depth of knowledge, Balanced grading and assessment, Instructional planning, Budget, Data driven instruction, Backwards design, Backwards design	Teachers Administrators	Aug 1, 2016	Nov 4, 2016	Not started
✚ Conduct summer and year long professional development for Common Core lesson planning, assessment, use of DOK, Backwards Design, Develop and implement protocol for analyzing student work and identifying DOK level. Tags: Literacy/Reading, Instructional Coaching, Instructional practices, Professional development, Depth of knowledge, Balanced grading and assessment, Instructional planning, Budget, Data driven instruction, Backwards design, Professional development, Budget	Administrators Teachers	Aug 1, 2016	Sep 2, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Provide professional working clinics to develop a common and shared language about "Rigor" as it relates to its meaning, teacher/student interaction and support, assignments, assessments and overall school-wide culture. Tags: Literacy/Reading, Instructional Coaching, Instructional practices, Professional development, Depth of knowledge, Balanced grading and assessment, Instructional planning, Budget, Data driven instruction, Backwards design, Dok	Teachers Administrators	Aug 1, 2016	Nov 4, 2016	Not started
✚ Monitor and provide feedback bi-weekly for teacher assessments and lesson plans using rubric or checklist of look-fors. Tags: Literacy/Reading, Instructional Coaching, Instructional practices, Professional development, Depth of knowledge, Balanced grading and assessment, Instructional planning, Budget, Data driven instruction, Backwards design, Instructional Coaching	Administrators	Sep 6, 2016	Nov 4, 2016	Not started
✚ Teachers use literacy strategies to implement close readings of complex text, focus on academic language, cite evidence from text and write to sources, and demonstrate comprehension through speaking and listening. Tags: Literacy/Reading, Instructional Coaching, Instructional practices, Professional development, Depth of knowledge, Balanced grading and assessment, Instructional planning, Budget, Data driven instruction, Backwards design, Literacy/Reading	Teachers	Sep 6, 2016	Nov 4, 2016	Not started
✚ Individual student-teacher data conferences every 5 weeks. Teachers guide students in developing specific strategies toward attaining personally set, data-based goals. These goals are shared with parents and posted on lockers/ student desks. Frequent opportunities to reflect on progress are provided. Tags: Technology, Family and Community Engagement, Data Use, Academics, Parental involvement, Student enrichment, Cooperative learning, Academic expectations, Student engagement, Data analysis, Parent partnerships, Student learning, Student ownership, Data Use	Teachers	Sep 6, 2016	Nov 4, 2016	On-Track
✚ Progress monitoring charts are visible throughout the classrooms and hallways; data walls, math fact fluency progress, independent reading/ book challenge progress, IXL assignment completion. Tags: Technology, Family and Community Engagement, Data Use, Academics, Parental involvement, Student enrichment, Cooperative learning, Academic expectations, Student engagement, Data analysis, Parent partnerships, Student learning, Student ownership, Progress monitoring	Teachers	Sep 6, 2016	Nov 4, 2016	On-Track
✚ Students contribute to tracking their own growth on digital programs such as IXL, Reflex and Achieve 3000. Their awareness of their progress should be evident in portfolios and referred to during student-teacher data conversations. Tags: Technology, Family and Community Engagement, Data Use, Academics, Parental involvement, Student enrichment, Cooperative learning, Academic expectations, Student engagement, Data analysis, Parent partnerships, Student learning, Student ownership, Student ownership	Students Teachers	Sep 6, 2016	Nov 4, 2016	Not started
✚ Teachers will post examples of rigorous, standards-based student work with appropriate rubric to reflect learning occurring in the classroom. An area will be developed for each classroom enabling students to choose and display graded work in which they are proud. Tags: Technology, Family and Community Engagement, Data Use, Academics, Parental involvement, Student enrichment, Cooperative learning, Academic expectations, Student engagement, Data analysis, Parent partnerships, Student learning, Student ownership, Student learning	Teachers Students	Sep 16, 2016	Nov 4, 2016	Not started
✚ Continue partnerships with West Point School of Music, Ravinia, Chicago Children's Choir, and other community based organizations to promote and enhance student success. Tags: Technology, Family and Community Engagement, Data Use, Academics, Parental involvement, Student enrichment, Cooperative learning, Academic expectations, Student engagement, Data analysis, Parent partnerships, Student learning, Student ownership, Family and Community Engagement	Administration	Aug 1, 2016	Nov 4, 2016	Not started
✚ Implement student-focused recognition organizations: Beta Club, Student Council, National Junior Honor Society, National Elementary Society, Chess Club, etc. Tags: Technology, Family and Community Engagement, Data Use, Academics, Parental involvement, Student enrichment, Cooperative learning, Academic expectations, Student engagement, Data analysis, Parent partnerships, Student learning, Student ownership, Student enrichment	Administration Teachers Support Staff	Sep 6, 2016	Nov 4, 2016	Not started
✚ Partner with AVID Elementary Readiness system to close the achievement gap by preparing all students for college readiness and success in a global society. Reestablish partnership with GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Program). Tags: Technology, Family and Community Engagement, Data Use, Academics, Parental involvement, Student enrichment, Cooperative learning, Academic expectations, Student engagement, Data analysis, Parent partnerships, Student learning, Student ownership, Family and Community Engagement, Budget	Administration	Aug 1, 2016	Nov 4, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Host family literacy, math, and science events. Host a 2nd quarter report card pick up engagement day where parents participate in class-wide data conversations and learning experiences aimed at preparing students for higher learning and academic growth. Tags: Technology, Family and Community Engagement, Data Use, Academics, Parental involvement, Student enrichment, Cooperative learning, Academic expectations, Student engagement, Data analysis, Parent partnerships, Student learning, Student ownership	Administration Teachers Support Staff	Sep 5, 2016	Sep 5, 2016	Not started
✚ Provide opportunities for peer coaching and cross classroom visitations to review curriculum, teaching strategies, and student learning with the opportunity for staff to discuss these visits during common preparation periods with an agenda. Tags: Climate and Culture, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Restorative approaches, Professional development, Parental involvement, School climate, Teacher-teacher trust & support, Student engagement, Student council, Budget, Sel mtss, Second step, Instructional practices, Academics, Student engagement, Students tasks, Administration, Strategies, Teachers	Administration	Sep 6, 2016	Nov 4, 2016	Not started
✚ Daily instruction and review of Second Step skills for social and academic success. Implementation of morning meeting and/or Peace circle time to establish focus and foster group cohesion. Tags: Climate and Culture, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Restorative approaches, Professional development, Parental involvement, School climate, Teacher-teacher trust & support, Student engagement, Student council, Budget, Sel mtss, Second step, Second step	Teachers	Sep 6, 2016	Nov 4, 2016	On-Track
✚ Establish monthly after school faculty meeting in place of principal-directed preparation period for that week. Use the time for professional development and to promote team building and respect among teachers. Tags: Climate and Culture, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Restorative approaches, Professional development, Parental involvement, School climate, Teacher-teacher trust & support, Student engagement, Student council, Budget, Sel mtss, Second step, Professional development	Administration Teachers	Sep 6, 2016	Nov 4, 2016	Not started
✚ Continue monthly staff-nominated "Teacher and ESP of the Month" awards based on established criteria. Bulletin board reflects compliments from all staff members for the honorees. Tags: Climate and Culture, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Restorative approaches, Professional development, Parental involvement, School climate, Teacher-teacher trust & support, Student engagement, Student council, Budget, Sel mtss, Second step, School climate	Administration Teachers Support staff	Sep 6, 2016	Nov 4, 2016	On-Track
✚ Positive phone calls or contact through Class Dojo recorded monthly for every student by their teacher. Teachers keep positive communication logs to record the contact each parent receives from the teacher on a monthly basis. Tags: Climate and Culture, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Restorative approaches, Professional development, Parental involvement, School climate, Teacher-teacher trust & support, Student engagement, Student council, Budget, Sel mtss, Second step, Parental involvement	Teachers	Sep 6, 2016	Nov 4, 2016	Not started
✚ Host staff retreat to focus on relationship and team building strategies. Tags: Climate and Culture, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Restorative approaches, Professional development, Parental involvement, School climate, Teacher-teacher trust & support, Student engagement, Student council, Budget, Sel mtss, Second step, Teacher-teacher trust & support, Budget	Administration	Aug 1, 2016	Sep 2, 2016	Not started
✚ Student of the Month: Teachers will select a student from each classroom who demonstrates positive behavior. These students will be recognized for exhibiting excellent behavior and given special incentives. Tags: Climate and Culture, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Restorative approaches, Professional development, Parental involvement, School climate, Teacher-teacher trust & support, Student engagement, Student council, Budget, Sel mtss, Second step, SEL	Teachers	Sep 30, 2016	Nov 30, 2016	Not started
✚ Consistent use and monitoring of Student Logger to record disciplinary infractions and document interventions. Logs will be reviewed daily to determine if a plan of intervention is required. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, School climate, Teacher-teacher trust & support, Academic expectations, Budget, School climate pbis, Behavior supports, Behavior and Safety	Teachers Administration Support staff	Sep 6, 2016	Nov 4, 2016	On-Track
✚ Consistent use of Class Dojo interactive behavior management system where all parents connected and all students engaged in the point-earning/ reduction process. Celebrating Superstars monthly events for students who reach Dojo point goals. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, School climate, Teacher-teacher trust & support, Academic expectations, Budget, School climate pbis, Behavior supports, School climate pbis	Teachers Administration Support staff	Sep 6, 2016	Nov 4, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Development of organized recess program consisting of engaging activities and games that promote teamwork, exercise, and fun followed with biweekly meeting held with lunch and recess staff to ensure implementation of rules and protocols associated with lunch and recess. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, School climate, Teacher-teacher trust & support, Academic expectations, Budget, School climate pbis, Behavior supports, Behavior and Safety	Administration Support staff	Aug 1, 2016	Sep 30, 2016	Not started
✚ Hire Dean of Students to eliminate out of school suspensions with development and implementation of a working in-school suspension program. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, School climate, Teacher-teacher trust & support, Academic expectations, Budget, School climate pbis, Behavior supports, Budget, Behavior supports	Administration	Aug 1, 2016	Nov 4, 2016	Not started
✚ Extended day bucket for SEL team to review school policies, practices, and identify areas where SEL should be integrated. SEL team leader leads monthly grade cycle team meetings to review practices and support teachers in their implementation. Request network support for school improvement day to train entire staff on restorative practices. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, School climate, Teacher-teacher trust & support, Academic expectations, Budget, School climate pbis, Behavior supports, SEL, Budget	SEL team	Aug 1, 2016	Nov 4, 2016	Not started
✚ Conduct staff, student, parent climate surveys to assess improvement needs of the school-wide discipline structures, positive behavior, and anti-bullying initiatives . SEL team analyzes the school-wide climate data, focusing on identified areas of improvement to tweak policies if necessary and/or move on to new areas of need. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, School climate, Teacher-teacher trust & support, Academic expectations, Budget, School climate pbis, Behavior supports, Data Use, Budget	SEL team	Oct 3, 2016	Dec 23, 2016	Not started
✚ Create a school-wide "Wildcat Buck" store. Purchase incentives for students that can purchase with bucks earned monthly. Create schedule for students to come and purchase items from the store with wildcat bucks. Select ESP/ staff to be in charge of the proper functioning of the store. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, School climate, Teacher-teacher trust & support, Academic expectations, Budget, School climate pbis, Behavior supports, School climate, Budget	Administration School Support Staff	Aug 1, 2016	Nov 4, 2016	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

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

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

◉ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> A survey will be developed and distributed to all parents attached with invitation to an open forum providing the opportunity for parents to participate in review and development of school improvement strategies. The feedback will be considered from both means of collection and strategies implemented as appropriate to the needs of the school.

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

> The annual, informative, Title I meeting will be held on Thursday, September 29, 2016 at 3:00PM. At this time, parents will complete a brief feedback form with their meeting day/time availability. All contact information will also be secured at this meeting. Based on this feedback, PAC meeting days and times will be established, and a schedule communicated via our school website, robocall system and on paper/ sent home with the students. The projected date for the PAC Organizational Meeting will be Thursday, September 29, 2016 at 4:00PM.

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.

> All of this information will be disseminated at our school's annual Open House on October 6, 2016. For parents that cannot attend, the information will be explained in our Parent Handbook that can be signed for at a time convenient to parents. Parents will be called directly if handbook hasn't been picked up within the month of September.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

> Monthly PAC meetings will occur with consistent notification to all parents. In developing the meeting schedule, parent availability will be greatly considered based on their feedback. A special meeting can and will be scheduled per parents' request if the matter is urgent.

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.

> State assessment results will be distributed at the Open House on October 6 , 2016. For those parents who cannot attend, the results will be placed with the package that they will sign for at a time convenient for them. Phone calls will be made to parents that have not signed for the package in the month of September.

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.

> If a teacher is not "highly qualified", the parents will receive written notification via postal service immediately following the 4th consecutive week of instruction by said teacher.

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

All of this information will be disseminated at our school's annual Open House on October 6, 2016. For parents that cannot attend, the information will be explained in our Parent Handbook that can be signed for at a time convenient to parents. Parents will be called directly if handbook hasn't been picked up within the month of September. Breakout sessions during the Open House will be available for parents who need further support with monitoring their child's progress and working with educators. These support sessions will also be available via scheduled appointment.

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.

We will submit supportive materials and resources to the PAC board to disseminate at their monthly meetings. Information related to literacy training and technology workshops will be posted on our school website and sent home on paper with students. Teachers will develop monthly newsletters offering volunteer opportunities in the classroom and tips for home support. Our school will host quarterly opportunities for parents to engage with Parent Portal, meet with teachers regarding goal-setting processes, participate in standards-based activities relevant to their children's grade level, and view the digital programs used by the school to encourage academic growth and monitoring.

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.

Time will be dedicated during initial staff development days specifically on parent communication and partnership. Resources for professional development in this area will be secured and implemented before the school year begins. Expectations will be set related to techniques and frequency for positive communication with parents. A mid-year date will be established for teachers to develop parent-child activities for the parent to visit the classroom and engage with their children.

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.

We will coordinate with the Head Start teacher in recruiting programs that will promote parent participation. Opportunities will be communicated personally to each parent in our Head Start program.

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.

All information will be sent home via written notice in English unless our student population warrants otherwise. Robocalls will be placed containing parent program information. Information will be posted on our school website.

Policy Implementation Activities

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

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

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

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

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

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.)

Mount Vernon's School mission is to prepare our students to be successful communicators, collaborators, critical thinkers and responsible citizens who are ready to be successful in colleges and careers in the 21st century by providing rigorous and engaging instruction that incorporates the common core standards and the 21st Century Learning Framework through challenging, authentic, real-world and project-based instructional learning activities in a technology supported and safe learning environment.

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

Parent-teacher conferences will formally be held on November 9, 2016 and April 19, 2017. This will be an open visitation between 11AM and 6PM to allow parents the convenience of choosing the time that works with their schedules. We will also conduct informal parent-teacher conferences at Open House in September and at Family Engagement Day in February. Parents can set appointments with teachers any day during the teacher's preparation periods. These times are made available to the parents at the start of the school year.Conferences will focus on at-home improvement strategies and support as well as data analysis and goal-setting.

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

Progress reports will be distributed every 5 weeks (4 times per school year). Progress report distribution day is communicated via website, robocall, on the marquee and via written notice and require a parent signature with return to the teacher. Report cards are also distributed every 5 weeks (4 times per school year) on board-designated days. These days are in addition to the weekly entries in Gradebook and 24/7 access for parents through the Parent Portal. All parents have a designated user name and password that is distributed in the opening packet. Training is available through our technology coordinator for parents that need support. Standardized test results are distributed with the progress reports or report cards as appropriate. Teachers will send home a graded portfolio every 5 weeks with the progress report and require parents to sign and comment. This will be done more frequently for students who are academically off-track. Class Dojo enables consistent communication between parents and teacher. For those parents who are not connected, teachers will send home frequent Class Dojo reports, especially for those who are off-track for behavior.

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

Parents can set appointments with teachers any day during the teacher's preparation periods. These times are made available to the parents at the start of the school year. Additionally, parents can leave a 'request for conference' form in the teacher's mailbox in the main office. Email addresses for all of our staff are made available at the start of the school year, and parents can also contact through our school website. Class Dojo enables instant access to staff for all enrolled parents.

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.

At the beginning of the school year, parents will be asked to complete a volunteer interest survey. The survey will include activities the parent may be available to assist with throughout the school year with available times and dates and contact info. Examples of activities: hallway help at arrival and dismissal, breakfast support in the classroom, reading with students, math fact fluency support, sight word support, superstar events, bulletin board assistance, field trip chaperones. Teachers will then create a monthly volunteer calendar that parents where sign up for different activities.The school will hold a Family Engagement Day on February 10, 2017, inviting parents to participate in engaging activities with their children in the classrooms as well as hold a 3, 6, 8, Benchmark Grade Data Talk Day for parents, students and teachers.

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

Parents will assure their children attend school on a regular basis and provide a written explanation of any absences. Parents will assume responsibility of monitoring student homework completion, and in select cases, sign their child's assignment notebook daily upon completion. Interactive reading logs will be a nightly part of homework with space for parent feedback/ comments and a signature. It is the responsibility of the parent to ensure their children are dressed daily in uniform attire, and if there is a financial burden, the school is notified of the situation so that it can be resolved. Parents will partner with the teacher through the Class Dojo communication system in upholding appropriate behavior in the school as well as to receive immediate notification of missed attendance, homework, or lack of uniform dress compliance. Parents will update emergency contact information immediately following any change in residence or phone number.

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

Parents will be invited for quarterly 'coffee with the principal' opportunities for our school provide updates on our educational plans. Parents will be encouraged to share their input and their feedback highly considered when making decisions related to the education of their children. The school will use data from the My Voice My School Parent survey as well as an in-house developed beginning of the year survey to inform decision-making. Parent representatives on the Local School Council will also bring input on behalf of our parents. Additionally, Local School Council meetings and PAC meetings contain an open forum time for parents to voice their opinions.

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).

Through good attendance, positive behavior and attitude, daily preparedness, and focused engagement and effort, students will share the responsibility for their academic success and positive social development. Our school will support student efforts in all of these areas. We will enable student voice through our Student Council, encourage responsibility through teacher-student data conversations that include SMART goal-setting, and develop an all-staff to student mentoring program to support academic preparedness and effort as well as build social-emotional skills.

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.

Our goal is to provide support to parents in areas of technology, literacy, math and social-emotional awareness so that they become partners with educators in monitoring their children's progress and encouraging their growth and achievement. Opportunities will be provided monthly at PAC meetings, as well as during Open House in September, during report card pick up days, and February Family Engagement Day. We will use in-house administrators and staff to implement trainings and offer support in these critical areas.

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.	$ 1250 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 480 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 0 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 224 .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 0 .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 0 .00
53510	**Postage** Must be used for parent involvement programs only.	$ 0 .00
53306	**Software** Must be educational and for parent use only.	$ 0 .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ 0 .00