



John B Murphy Elementary School (/school-plans/310) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/25/2016	ILT teachers and administration	CIWP goals and schedule of meetings
01/21/2016	LSC	CIWP overview and input
02/09/2016	Community and parent with staff	CIWP SEF ratings and wonderings
02/22/2016	ILT teachers and administration	SEF rating priorities
02/18/2016	LSC	Updates in the CIWP process

03/19/2016	Open to All	CIWP writing and finalizing
03/28/2016	ILT	CIWP writing in remaining areas of focus
04/08/2016	Open Session	CIWP writing in remaining areas of focus
04/14/2016	LSC	Present CIWP
04/25/2016	ILT	Review draft using rubric for finalizing/editing
05/06/2016	ILT	Final edits and submission

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

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

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There is a common sense of purpose and vision, there is strategic planning to drive forth school priorities and consider the diversity of the school population. An area that was evident in need of some further attention based on conversation and the 5Essentials was the overall sense that the success of ALL students was dependent on all staff. Based upon the 5E on collaborative teachers our lowest category was 50 which has been trending upward 20 points but is focused to improve to excellence rating.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

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ILT is the driving force behind school improvement and change. ILT is representative of all grade bands and across all disciplines. ILT meets frequently and further informs the processes of the school via its representation and influence over the grade level teams.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

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

**Professional Learning:**

Score

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

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The vision is a Professional Learning Community. Examples of systems to support professional growth include: book clubs, instructional coaching, peer observations, conference attendance, hosting RC/DD conferences at the school. Kronos time clock reveals that teachers arrive early and stay late however they are still positive about extending their professional learning as evidence by PD engagement.

**Guide for Professional Learning**

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

**Evidence, Measures, and Standards**

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

#### Aligned Resources:

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

Score

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It is evident that all practices are consistent for all students and staff.  
 Current practices include: Responsive Classroom approach to SEL, staff-wide grant writing, budget aligned to CIWP priorities for greatest instructional impact.  
 Next steps for refinement include: staff exit interview data through google forms where experiences can be analyzed for trends and plans made for improvement overall.

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

### Score

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There is significant evidence of a robust curriculum that attends to the standards, the use of formative assessment to determine mastery and pace, the use of rich learning experiences to go deep into content, and is accessible by students of all levels. Further attention is needed in the vertical alignment and the integration of WIDA standards.

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

resources)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

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Materials in the school are well aligned to the CCSS standards, there is a strong presence of technology in across the school and are accessible to students for instruction. During instruction students are often given choices on how to present their learning and have the materials to do so. There are native language texts available for students who need it.

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

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In the 5E's Ambitious Instruction is the center point to our work. While ambitious instruction has trended upwards by 20 points on in the 5Essentials measures over the past several years, Murphy fell just shy of a "Strong" rating for 2014-15 and is 10 points below the CPS average. Teachers report increased rigor, though, from new math approaches to math instruction, continual refinement of the Daily 5 literacy structure, and Computer Science being taught in all grades.

### Guide for Rigorous Student Tasks

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

### Evidence, Measures, and Standards



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

### Transitions, College & Career Access & Persistence:

Score

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

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Throughout the elementary school experience there are opportunities for students to set goals from test data, to experience different careers/post secondary choices through field trips and career day at the school. Families and students are supported through individual high school counseling and community based organization on college and career readiness.

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

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

- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

Score

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

1 2 3 4

Overall there is evidence of strong use of multiple types of tasks, providing intervention when needed, strong use of discussion in classrooms. There is an overwhelming feeling through conversation in grade level meetings that there needs to be a focus on student generated questions and discussion facilitation.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### 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

On track with attendance, teachers are maintaining progress monitoring, staff is becoming more comfortable with process, MTSS folders clarify student data and keep it organized; growth in ability to level kids into tiers, identifying the right kids; efficient use of data and progress monitoring; lack MTSS for behavior, use of formative assessments and small groups. Presence of both intervention and enrichment.

### Guide for Multi-Tiered System of Support

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

## Evidence, Measures, and Standards

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

Teachers are effectively using flexible grouping, progress monitoring, engaging in assessment literacy, and UBD unit planning.

**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	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

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

1 2 3 4

Current practice is supporting the development of a growth mindset, differentiated instruction and individualized feedback. Continued work is targeted to building enrichment opportunities and progressive responsibility of learning by students.

### Guide for Culture for Learning

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

## Evidence, Measures, and Standards

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

### Relational Trust:

Score

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.

1 2 3 4

As indicated by the 5Essentials students feel connected to at least one adult, there is a common practice of developing relationships through the practices of Responsive Classroom and Developmental Designs. Teachers are growing in their leadership which is impacting the level of teacher to teacher trust as evidenced by conversation in the SEF rating process.

### Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

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

Score

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

1 2 **3** 4

Of note are the wide range of opportunities for student engagement at the school and in the community. Students participate in fine arts programming, sports, technology (coding/robots), and academic classes through ASAS. In addition, students have opportunities for service learning, student government, sports teams, and music programs.

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

**Students...**

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

**Evidence, Measures, and Standards**

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

**Safety & Order:**

Score

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.

The presence of Responsive Classroom and Developmental Designs helps develop a sense of safety and order and a greater ownership of the importance of community. Teachers implement the use of student jobs and behavior charts to help build a greater sense of order. Concerns about the visibility of IDs and expectations/protocols of consequences prevent a higher rating.

### Guide for Safety & Order

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

### Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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.

Score

There is an established school-wide belief in the importance of social and emotional learning, as evidenced by building-wide use of Responsive Classroom and Developmental Designs tools, routines, and language. Students use reflections, contracts, and restorative conversations are common. School has already received the second-highest CPS SEL Certification rating (Supportive Schools), and may qualify for the highest. Misconduct reports are up this year, though, as several new students have transferred in and the staff works tirelessly to acclimate them.

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

### Parent Partnership:

### Score

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

1 2 3 4

There is strong evidence of ties to families through community outreach, social media, teacher availability to parents through personal conversation, and the presence of multiple parent organizations. There are systems in place to support families to get students to school on time and to communicate with families in their native language.

### 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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a>
CPS Performance Standards for School Leaders	<a href="#">4c. Communicating with Families</a>
	D1. Engages Families

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐

4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊕
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊕
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊕
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊕
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊕
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊕
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊕

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Reading NSGP have been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity reach outstanding heights and in the next two years at least 85% of students will meet expected growth targets.	91.00	71.00	78.00	85.00
<b>National School Growth Percentile - Math</b>				
Mathematics NSGP have been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity reach outstanding heights and in the next two years at least 86% of students will meet expected growth targets.	67.00	64.00	75.00	86.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
The percent of students meeting/exceeding national average in growth norms have been set for incremental upward trends to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around the quality of teaching using balanced assessment and grading and the quality & character of school life. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity increase differentiated capacities and in the next two years at least 78% of students will meet expected growth targets.	60.10	(Blank)	71.00	78.00
<b>African-American Growth Percentile - Reading</b>				
Population membership not large enough for valid data	(Blank)	(Blank)	76.00	83.00
<b>Hispanic Growth Percentile - Reading</b>				
Reading Growth Percentile for our Hispanic subgroup has been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks, standards based instruction and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity increase differentiated capacities and in the next two years at least 83% of students will meet expected growth targets.	83.00	69.00	76.00	83.00
<b>English Learner Growth Percentile - Reading</b>				

Reading Growth Percentile for our English Learner subgroup has been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks, standards based instruction and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity increase differentiated capacities and in the next two years at least 66% of students will meet expected growth targets.

(Blank)

52.00

59.00

66.00

#### Diverse Learner Growth Percentile - Reading

Reading Growth Percentile for our Diverse Learner subgroup has been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks, standards based instruction and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity increase differentiated capacities and in the next two years at least 50% of students will meet expected growth targets.

40.00

7.00

40.00

50.00

#### African-American Growth Percentile - Math

Population membership not large enough for valid data

(Blank)

(Blank)

70.00

80.00

#### Hispanic Growth Percentile - Math

Mathematics Growth Percentile for our Hispanic subgroup has been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks, standards based instruction and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity increase differentiated capacities and in the next two years at least 80% of students will meet expected growth targets.

66.00

63.00

70.00

80.00

#### English Learner Growth Percentile - Math

Mathematics Growth Percentile for our English Learner subgroup has been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks, standards based instruction and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity increase differentiated capacities and in the next two years at least 59% of students will meet expected growth targets.

(Blank)

44.00

51.00

59.00

#### Diverse Learner Growth Percentile - Math

After two years at least 50% of DLs will meet their projected individual RIT growth on MAPS because our area of focus of standards based instruction, assessments and grading will increase the differentiated capacities of our teachers and achievement of DLs on standardized math assessments will rise.

1.00

17.00

40.00

50.00

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

Reading National School Attainment Percentile for grades 3-8 have been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks, standards based instruction and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity reach outstanding heights and in the next two years at least 78% of these students will attain at grade level.

63.00

64.00

71.00

78.00

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

Mathematics National School Attainment Percentile for grades 3-8 have been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks, standards based instruction and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity reach outstanding heights and in the next two years at least 86% of these students will attain at grade level.

63.00

75.00

82.00

86.00

#### National School Attainment Percentile - Reading (Grade 2)

Reading National School Attainment Percentile for grade 2 have been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks, standards based instruction and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity reach outstanding heights and in the next two years at least 93% of these students will attain at grade level.

73.00

87.00

90.00

93.00

**National School Attainment Percentile - Math (Grade 2)**

Mathematics National School Attainment Percentile for grade 2 have been set for incremental upward trend to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around rigorous student tasks, standards based instruction and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity reach outstanding heights and in the next two years at least 93% of these students will attain at grade level.

78.00

83.00

88.00

93.00

**% of Students Making Sufficient Annual Progress on ACCESS**

The percent of students taking the ACCESS examination who make sufficient annual progress have been set for incremental upward trends to reflect the success expected from all the priorities and strategies created with the stakeholders involved, particularly around the quality of teaching using balanced assessment and grading, standards based instruction, Language Matters instruction and MTSS. Trend analysis combined with these future plans reveal that Murphy School students and staff will have the capacity to increase differentiated instruction around and in the next two years at least 50% of students will make sufficient annual progress.

44.20

36.10

43.00

50.00

**Average Daily Attendance Rate**

Murphy School's Average Daily Attendance Rate remains above 95% and upward trends are projected this rate to continue from all the priorities and strategies created with the stakeholders involved, particularly around the quality and character of school live in the culture for learning and student voice, engagement and civic life. Trend analysis combined with these future plans reveal that Murphy School students and their families will want to keep coming to school at least 96.3% of the days of school.

95.70

96.10

96.20

96.30

**My Voice, My School 5 Essentials Survey**

In the 5 Essentials Annual Report Murphy School has been rated Highly Organized or Organized over the past two years. Trends have been analyzed and indicators for change have been included in our continuous improvement model of thinking and plans over the next two years in academic, social and emotional learning.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

create a priority in the Instructional Leadership Team around rigorous tasks

what rigor looks like in each discipline for each discipline for each grade

developing a common school-wide language/understanding around differentiated, rigorous learning tasks. (100% of staff can identify and express common goals and language)

Tags:

Core Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Student success

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Analyze and report to school on the Ambitious Instruction category of the 5Essentials report.	ILT	Aug 29, 2016 to Sep 2, 2016	Plans are in place for this to occur in the beginning of the year. Survey taken by staff/students/families.	Not started
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**Professional Learning, Rigour**

Create protocols for the Grade Level Teams to evaluate rigor in student work using Webbs Depth of Knowledge..	ILT	Oct 3, 2016 to Oct 31, 2016	The ILT is in the position to begin this work next year given some of the work done this year with grading and assessment inventory.	Not started
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**Rigour, Depth of knowledge, Student tasks**

Create protocols for student-led conferencing	ILT	Nov 1, 2016 to Nov 30, 2016	Initial site visit done by Principal and Librarian, something to adopt and integrate into our practice.	Not started
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**Climate and Culture, Grading, Feedback, Parents**

Data(responses) from each grade's Reflective Processes is analyzed quarterly alongside unit plans.	ILT	Nov 11, 2016 to Jun 22, 2018	Foundation work has been done in creating unit plans and some conversation around what is working and not. The formalizing of this work is the next step.	Not started
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**Reflection**

Create and lead PD for all staff on vertical alignment, reflective processes, and school-wide approach to healthy challenge (including Growth Mindset)	ILT	Aug 29, 2016 to Jun 29, 2018	We are well positioned to start this work based on the development of unit plans and limited PD on GM.	Not started
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**Professional development, Reflection, Growth mindset**

**Strategy 2**

If we do...	...then we see...	...which leads to...
create differentiated, rigorous student tasks	individualized growth	academic success for all (Increase of student growth and attainment of at least 20% by SY18)

Tags: Academic gain, Academic, Differentiated instruction, Rigorous tasks, Academic expectations

Area(s) of focus: 1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Review all unit plans for text and task complexity using Webb's Depth of Knowledge and WIDA/LM resources	GLT	select	Well positioned to do this work based on current work with unit plans and Q1 work with grading and assessment inventory.	Not started

**Depth of knowledge, Ubd**

Revise and ensure that all units have activities with at least 3 levels of differentiation for at least 2 student tasks.	GLT	Sep 5, 2016 to Jun 2, 2017	Well positioned to do this work based on current work with unit plans and already differentiated tasks for DL/EL students.	On-Track
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**Differentiated instruction, Collaboration**

Co-teacher teams, including the SECA, will meet once per quarter to review and create differentiated student tasks as part of the unit plans.	GLT	Sep 5, 2016 to Jun 1, 2018	Well positioned to do this work based on current work with unit plans and already differentiated tasks for DL/EL students.	Not started
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**Diverse Learners, Staff, Collaboration**

All unit plans will contain 2 differentiated (for EL, DLs, and Choice) formal assessment.	GLT	May 1, 2017 to May 26, 2017	Well positioned to do this work based on current work with unit plans and already differentiated tasks for DL/EL students.	Not started
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**Diverse Learners, English Learners, Assessment**

All unit plans will contain at least one extension/challenge opportunities.	GLT	Dec 1, 2017 to Dec 22, 2017	This will bring the enrichment program to the classroom level.	Not started
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**Enrichment, Ubd**

Strategy 3

If we do...

create systems of continual analysis of student work

...then we see...

teachers, students, and parents develop a shared vision for healthy challenge at Murphy

...which leads to...

personal ownership for reflective learning (100% of students can identify a routine reflective practice they engage in at school)

Tags:  
Climate and Culture, Rigour, Feedback, Reflection, Data analysis

Area(s) of focus:  
1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Teachers, working with grade levels, will design a reflective practice (ex: journaling around healthy challenge and relevance) to implement on a daily or weekly basis.	GLT	Aug 28, 2017 to Sep 29, 2017	This will grow from our practice in developing metacognition and self-assessment.	Not started

**Reflection, Student engagement**

Teachers will help students create 1 rubric per subject per quarter to evaluate performance.	GLT	Jun 1, 2017 to Jun 23, 2017	Teachers first will engage in rubric building and then bring to student level.	Not started
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**Assessment**

Grade levels will host one event per year for teachers/other students/community members and families to analyze rigorous tasks using Webb's DOK.	GLT	Jun 1, 2017 to Jun 23, 2017	This will develop nicely from current work with CIWP community conversations.	Not started
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**Family and Community Engagement, Depth of knowledge**

Students will lead parent-teacher conferences using a protocol to highlight growth, healthy challenge, creativity, relevance, and learning opportunities.

GLT

Mar 1, 2017 to Apr 19, 2017

Initial work has been done to see this in action at a different school. ILT will work to develop protocols.

Not started

**Feedback, Academic expectations, Expectations**

**Strategy 4**

If we do...

...then we see...

...which leads to...

engage community in communication about rigor

a broad sense of ownership for healthy challenge

rigor being a shared core value at Murphy (75% of families can articulate an example of student rigor)

Tags:

Family and Community Engagement, Rigour, Community

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Grade level newsletters will provide examples of rigorous assignments that are typical of the class once per quarter.

GLT

select

Already established newsletters by each grade level, this adds a new dimension of communication.

Not started

**Family and Community Engagement, Rigorous tasks**

Develop common language across grade levels regarding high expectations for student learning

All Staff

Sep 5, 2016 to Jun 16, 2017

Already part of practice, the action will further establish the language used across all grades.

On-Track

**Academic expectations, Language**

During early testing in the beginning of the school year teachers will present examples of rigorous vs. non-rigorous tasks highlighted to the differences between the two types of learning experiences.

Teachers

Aug 29, 2016 to Sep 2, 2016

Early testing is already established.

Not started

**Assessment, Communication, Academic expectations**

ILT will create a survey for families in Spanish/English to determine baseline perception of rigor at Murphy.

ILT

Sep 5, 2016 to Nov 4, 2016

Surveys are common practice, will extend knowledge.

Not started

**Parent engagement**

Promote healthy challenge alongside other Murphy values.

Staff, FOM, PTO, PAC, BAC, LSC

Sep 5, 2016 to Jun 15, 2018

Extend and deepen current vision.

Not started

**Climate and Culture, Vision**

**Strategy 5**

If we do...

...then we see...

...which leads to...



establish a MTSS team	cohesive procedures	clear guidelines wherein 100% of teachers can articulate the MTSS process
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Tags:  
MTSS, Guideline

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Evidence for status	Status
Form the committee with balanced representation of school community.	ILT	Aug 14, 2016 to Aug 31, 2016	Development of this committee is a natural extension of current committee work.	Not started

**Community, Committee**

Establish the MTSS committee to act as a review board for MTSS procedures, protocols, and progression of student cases.	MTSS Committee	Sep 5, 2016 to Nov 4, 2016	Committee work is well established to plan and make decisions to benefit the school community.	Not started
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**MTSS, Procedures/**

Develop protocols for Social Emotional Learning and behavior corrections in accordance with Responsive Classroom, restorative justice practices, and the Student Code of Conduct.	MTSS Committee, Administration	Sep 5, 2016 to Nov 4, 2016	Current practices in Responsive Classroom will allow for this work to occur.	Not started
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**SEL, Restorative justice, Responsive classroom**

Develop systems of communication, tracking of student behavior, tiered systems of support, and resources for SEL MTSS.	MTSS Committee, Administration	Sep 4, 2017 to Oct 13, 2017	Work will be natural progression from SY17 work.	Not started
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**Progress monitoring, Tier 2 & 3, Sel mtss**

Review and refine systems of communication, tracking of student behavior, tiered systems of support, and resources for Academic MTSS.	MTSS Committee	Nov 7, 2016 to Jan 20, 2017	Work at this point is further developing well established practices in academic MTSS	On-Track
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**MTSS, Progress monitoring**

**Strategy 6**



Tags:  
Professional development, Academic perfor

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Evidence for status	Status
MTSS team including RSPs will provide current protocols as they are introduced	MTSS Committee	Sep 5, 2016 to Jun 15, 2018	MTSS current practice will be enhanced by this work.	Not started

**Rsp, Protocols**

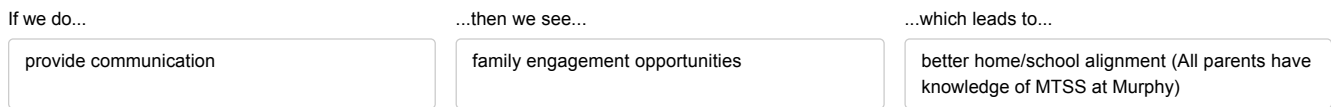
PD for new staff on identifying student need, progress monitoring, Tier 1 and Tier 2 strategies.	MTSS Committee	Apr 3, 2017 to Jun 9, 2017	MTSS current practice will be enhanced by this work.	Not started
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**Professional development, Tier 2 & 3**

PD for all staff for SEL monitoring and intervention.	MTSS Committee	Nov 1, 2016 to Nov 11, 2016	MTSS current practice will be enhanced by this work.	Not started
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**Intervention, Progress monitoring**

Strategy 7



Tags:  
Family and Community Engagement, Communication, Community

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Evidence for status	Status
Survey and assess community to determine priorities biannually	MTSS Committee	Aug 29, 2016 to Nov 4, 2016	Survey will give needed information to move forward.	Not started

**Priority**

Present MTSS information at Open House as part of the information shared by teachers	Teachers	Sep 5, 2016 to Sep 30, 2016	Will fit nicely into established practice of open house.	Not started
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**MTSS, Family and Community Engagement**

Changing parent's perspective of small group instruction by providing a checklist of student learning attributes benefited by individualized instruction at report card pick up.	GLT and MTSS Committee	Nov 1, 2016 to Nov 11, 2016	Pre-cursor to student led conferencing.	Not started
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**Differentiated instruction, Academic expectations**

Bring in outside agencies for workshops at least twice a year.	CISC Coordinator and MTSS Committee	Sep 4, 2017 to Jun 15, 2018	Will add to established practice and connections	On-Track
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**Resources, Community**

Include MTSS information in parent handbook.	Administration and MTSS Communication	Aug 1, 2016 to Aug 31, 2016	Will add to established parent information in handbook and agenda	Not started
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**MTSS, Communication**

Strategy 8

If we do...

...then we see...

...which leads to...

use culturally relevant material

deep academic engagement

student empowerment and academic growth  
(20 percent growth in attainment by SY18)

Tags:

Academics, Culturally relevant, Ownership

Area(s) of focus:

3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Student government conducts student interest survey at least twice each school year.

Student government

Sep 5, 2016 to  
Sep 30, 2016

The student government is established and positioned well to do this work.

Not started

**Student council, Student interest**

Develop and complete a literature inventory of available texts at each grade level.

ILT and GLT

Mar 1, 2017 to  
Mar 31, 2017

Lead literacy teachers have attended PD on culturally relevant text in SY16

Not started

**Literacy, Culturally relevant**

Based on the literature inventory build a database of relevant and accessible/leveled texts/materials.

Literacy Committee

Mar 1, 2018 to  
Mar 30, 2018

Lead literacy teachers have attended PD on culturally relevant text in SY16

Not started

**Literacy, Culturally relevant**

Write a grant for arts/cultural programming that provides students culturally affirming programming and new perspectives

Committees

Sep 5, 2016 to  
May 31, 2018

Teachers are accustomed to writing grants for many things.

On-Track

**Grants**

Professional development on cultural relevance to build teacher knowledge regarding the impact of cultural background(s) on the classroom.

ILT and Administration

Jun 15, 2018 to  
Jun 15, 2018

Lead literacy teachers have attended PD on culturally relevant text in SY16

Not started

**Professional development, Culturally relevant**

**Strategy 9**

If we do...

...then we see...

...which leads to...

train students to self-assess both academically and social-emotionally

increased student pride, investment, and ownership of learning

a lifelong commitment to learning and achievement (Reduction in summer school attendance by 80% by SY18)

Tags:

SEL, Reflection, Self assessment, Achievement

Area(s) of focus:

3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Implement reflective journals at least once a week at the middle school to develop student connections between learning and personal experience.

Middle School Teachers

Jan 30, 2017 to  
Apr 7, 2017

Teachers are well positioned to do this work given the use of self assessment.

Not started

**Reflection, Learning objectives**

Intentional instruction of age appropriate self-regulation strategies, e.g. Wheel of Choice, at all grade levels during Morning Meeting, Advisory time, and the teachable moments of the day on a consistent basis.	All teachers	Sep 5, 2016 to Jun 22, 2018	This is an extension of RC/DD.	On-Track
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**Self-regulation**

Create space in the school day for the consistent practice of closing circles.	All teachers	Sep 4, 2017 to Jun 22, 2018	Some classrooms are beginning this work, more will be ready to in the coming year.	On-Track
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**Reflection, Responsive classroom**

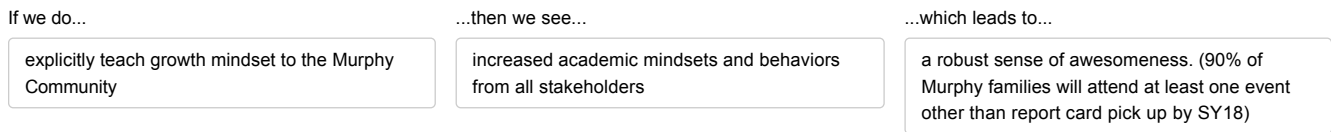
Develop the structures to have student-led conferences at report card pick up.	GLT	Sep 5, 2017 to Nov 17, 2017	Initial observations of this process completed by Principal and school librarian.	Not started
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**Student ownership**

At each grade level develop protocols for providing frequent informative feedback at least once a week geared towards enhancing student metacognition and self-assessment.	GLT	Mar 1, 2017 to Jun 16, 2017	Natural precursor of growing student metacognition and student led conferencing.	Not started
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**Feedback, Protocols, Student ownership**

**Strategy 10**



Tags:  
Growth mindset

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Evidence for status	Status
Create parent involvement with workshops to extent Responsive Classroom and Developmental Designs into the home and provide context for families.	RC/DD Committee	Mar 1, 2017 to Apr 28, 2017	New formulation of committees next year will make this possible.	Not started

**Parental involvement, Responsive classroom**

Highlight adult learning in the professional setting and adults seeking new degrees to create transparency for students around PD/adult learning.	All staff	Sep 5, 2016 to Sep 30, 2016	Will begin with all staff next Fall	Not started
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**Professional development, Academic expectations**

Annual RC/DD workshop/welcome after new parent breakfast.

RC/DD Committee

Sep 4, 2017 to Sep 29, 2017

New formulation committees next year will make this possible in SY18.

Not started

### Parental involvement

#### Strategy 11

If we do...

build common language into our grading categories

...then we see...

consistency across grade levels

...which leads to...

more accurate student, growth measures (100% of teachers have aligned their gradebook by Q1 SY17)

Tags:  
Grading, Growth measures

Area(s) of focus:  
4

Action step	Responsible	Timeframe	Evidence for status	Status
The ILT will decide on gradebook categories and weights for each subject and provide suggested work tasks for each category for grades 1-8.	ILT	Sep 5, 2016 to Oct 28, 2016	This conversation already began SY16	On-Track

#### ILT, Grading

Create and provide checklist/guide to give to all teachers and inform new teachers of grading practices.	ILT	Mar 1, 2017 to Apr 21, 2017	This conversation began in SY16	On-Track
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#### Grading

Provide information to parent/stakeholders in student agenda regarding school wide grading practices.	ILT and Administration	Sep 4, 2017 to Nov 10, 2017	This work is well positioned with above action steps begun in SY16	Not started
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#### Grading, Communication, Parent engagement

Create a quarterly cycle of inquiry to evaluate teachers understanding and comfort with new grading policy.	GLT and ILT	Sep 5, 2016 to Jun 9, 2017	This work will be necessary to be most effective in practice shift.	Not started
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#### Grading, Cycles of learning

#### Strategy 12

If we do...

create common standards based assessments with rubrics

...then we see...

consistency and fairness in the assessment of learning

...which leads to...

more accurate levels of proficiency (Full transition to SBG by SY18)

Tags:  
Assessment, Standards-based instruction

Area(s) of focus:  
4

Action step	Responsible	Timeframe	Evidence for status	Status
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In GLM, look at the appropriateness of ELA and Math scope and sequence and the standards being addressed for each quarter--revise as needed.	GLT	Sep 5, 2016 to Nov 11, 2016	UBD Unit plans built in SY16	On-Track
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**Scope and sequence, Standards**

In GLM, research formative and master assessments for each standard (KC, CIM)	GLT	Sep 5, 2016 to Jan 13, 2017	UBD Unit plans built in SY16	On-Track
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**Assessment**

In GLM, determine/create assessments based on I Can statements	GLT	Sep 5, 2016 to Jan 19, 2018	Well positioned to do work given other action items.	Not started
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**Assessment, Common core**

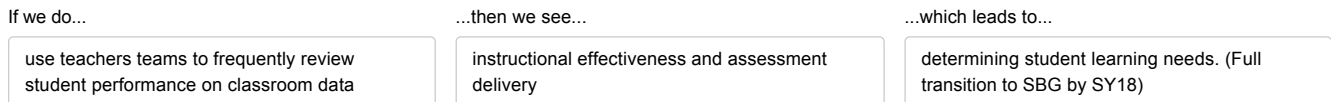
Create rubrics to measure proficiency of CCSS standards	GLT	Sep 5, 2016 to Jun 15, 2018	Well positioned to do work given other action items.	Not started
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**Ccss, Rubrics**

Develop standards based grading for Math, ELA, and SS in grades 1-8.	ILT/GLT	Sep 5, 2016 to Jun 15, 2018	A number of grades are piloting this work in SY16	On-Track
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**Standards-based instruction**

Strategy 13



Tags:  
Assessment, Data analysis

Area(s) of focus:  
4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
In GLM, compile assessments and objectively use rubrics to score student growth	GLT	Sep 5, 2016 to Nov 18, 2016	Well positioned to do work given action items in CIWP.	Not started

**Assessment**

In GLM, look at assessment data and categorize into not meeting (1) to exemplary (4) proficient levels.	GLT	Oct 3, 2016 to Nov 30, 2016	Well positioned to do work given action items in CIWP.	Not started
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**Standards-based instruction**

In GLM, use proficiency leveled data to objectively determine instructional effectiveness and assessment delivery.	GLT	Nov 14, 2016 to Jan 6, 2017	Well positioned to do work given action items in CIWP.	Not started
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**Reflection, Data analysis**

Analyze assessment data to identify specific area of need.	GLT	Sep 5, 2016 to Dec 16, 2016	This work already is in progress but this is an added dimension.	On-Track
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**Assessment, Differentiated instruction, Data analysis**

**Strategy 14**

If we do...	...then we see...	...which leads to...
make assessments accessible to all learners	more accurate demonstration of abilities	student ownership of learning (Full transition to SBG by SY18)

Tags:  
Diverse Learners, Assessment, Student engagement

Area(s) of focus:  
4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Provide PD on universal design of assessment and task analysis	GLT	select	This work will begin in year 2 of CIWP cycle.	Not started

**Professional development, Tasks**

In GLM, complete a task analysis on 4 summative assessments in ELA/Math	TBD	Sep 5, 2016 to Jun 15, 2018	This work will begin in year 2 of CIWP cycle.	Not started
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**Assessment, Task analysis**

Edit/revise assessment to eliminate barriers	GLT	Sep 5, 2016 to Jun 15, 2018	This work will begin in year 2 of CIWP cycle.	Not started
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**Assessment**

Implement a cycle of inquiry to evaluate the quality of student responses on assessments and growth.	GLT	Sep 5, 2016 to Jun 15, 2018	This work will begin in year 2 of CIWP cycle.	Not started
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**Assessment, Cycle of inquiry**

**Strategy 15**

If we do...	...then we see...	...which leads to...
involved our students in local civic life	greater interest in community	an increased sense of civic duty and the power of their engagement. (85% or more students engaged in activities)

Tags:  
Community, Student voice, Civic life

Area(s) of focus:  
5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Develop a school wide government system with representation from all grade level	Teacher facilitators	Sep 5, 2016 to Oct 28, 2016	A middle school government exists already.	On-Track

**Student voice**

Connect with Alderman, Congresspeople, etc. to increase knowledge of local and state level government.	RC/DD Committee	Sep 5, 2016 to Jun 16, 2017	Broadening relationships with these civic servants will benefit students	Not started
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**Community**

Create a service hour digital bulletin for students and families with articulation of service hour guidelines	RC/DD Committee	Sep 5, 2016 to Jul 14, 2017	Extending the practice of Middle School service hours to reach more stakeholders and make practice transparent	Not started
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**Communication, Service learning**

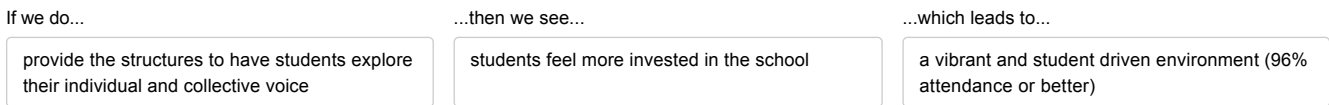
Have class representation at the monthly LSC to present learning and observe school level governance	RC/DD Committee	Sep 4, 2017 to Jun 22, 2018	Will extend understanding of school accountability	Not started
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**Lsc**

Maintain bi-annual trips to DC/Springfield in order to provide greater contextual experience for students at Murphy of the US/State government	Middle School Teachers	Sep 5, 2016 to May 31, 2018	This will hold us accountable for maintaining this work	On-Track
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**Student engagement**

Strategy 16



Tags:  
Attendance, Student engagement, Student voice

Area(s) of focus:  
5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Create protocols and systems to develop peer mediation/jury	RC/DD Committee	Sep 4, 2017 to Jun 15, 2018	Well positioned to do work based on RC/DD	Not started

**Restorative approaches**

Create a system for electronic and paper confidential comment box	Administration	Aug 1, 2016 to Aug 31, 2016	Technology is conducive to this work	Not started
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**Student voice**

Develop mock voting/debate public forum based on library class work. Partner with HS/college debate team.	TBD	Sep 4, 2017 to Jun 22, 2018	Students already debate in library class	Not started
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**Student enrichment**



Provide professional development and guidance to teachers on ways to increase artistic expression as part of teachers' vocabulary of rigorous differentiation.	SVECL Committee	Sep 5, 2016 to Jun 22, 2018	Ongoing relationships with FA organizations	On-Track
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**Rigour, Professional development, Fine arts**

Create intentional chances for artistic expression in unit plans aligned with the Illinois Learning Standards for Fine Arts	GLT, FA Teachers, SVECL Committee	Sep 5, 2016 to Jun 22, 2018	Ongoing planning with FA teachers	On-Track
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**Arts, Standards**

Revive Murphy Talent Show	SVECL Committee	Feb 1, 2017 to Feb 28, 2017	Established practice that needs to be revamped	Not started
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**Community, Student voice**

Create student-directed (and written) one-act plays/dances.	SVECL Committee	Mar 1, 2018 to Mar 30, 2018	Students are often creating dances and this will formalize the work	Not started
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**Writing, Fine arts**

**Strategy 17**

If we do...	...then we see...	...which leads to...
develop opportunities for student enrichment	students engaged in learning opportunities that will further enhance their understanding of the world	challenging student to explore their passions and deepen their investment in learning. (5E growth in supportive environment by 10%)

Tags:  
College Access and Persistence, Enrichment, Career

Area(s) of focus:  
5

Action step	Responsible	Timeframe	Evidence for status	Status
Enhance/systematize enrichment program to engage more students in and out of the classroom.	TBD	Sep 5, 2016 to Jun 23, 2017	Initial pilot program in SY16	On-Track

**Enrichment, Acceleration**

Participate in city wide initiatives to build enrichment opportunities, i.e. math, science, history competitions.	ASAS	Nov 1, 2016 to Apr 28, 2017	ASAS established at school, bringing in new classes	Not started
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**Enrichment**

Maintain a 7th grade accelerated math class and 8th grade algebra class.	Administration	Sep 5, 2016 to Jun 22, 2018	Present practice	On-Track
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**Enrichment, Acceleration**

Connect students 14 years of age to After School Matters for summer employment opportunities.	School Counselor	Feb 1, 2017 to May 19, 2017	Counselor has access to eligible students	Not started
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**After school matters**

Engage all middle school student in creating a Naviance account for current and future planning in educational opportunities.	School Counselor	Sep 5, 2016 to Dec 16, 2016	Counselor has training in this already	Not started
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**College Access and Persistence**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Analyze and report to school on the Ambitious Instruction category of the 5Essentials report. Tags: Core Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Student success, Professional Learning, Rigour</p>	ILT	Aug 29, 2016	Sep 2, 2016	Not started
<p>✚ Create protocols for the Grade Level Teams to evaluate rigor in student work using Webbs Depth of Knowledge.. Tags: Core Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Student success, Rigour, Depth of knowledge, Student tasks</p>	ILT	Oct 3, 2016	Oct 31, 2016	Not started
<p>✚ Create protocols for student-led conferencing Tags: Core Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Student success, Climate and Culture, Grading, Feedback, Parents</p>	ILT	Nov 1, 2016	Nov 30, 2016	Not started
<p>✚ Data(responses) from each grade's Reflective Processes is analyzed quarterly alongside unit plans. Tags: Core Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Student success, Reflection</p>	ILT	Nov 11, 2016	Jun 22, 2018	Not started
<p>✚ Create and lead PD for all staff on vertical alignment, reflective processes, and school-wide approach to healthy challenge (including Growth Mindset) Tags: Core Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Student success, Professional development, Reflection, Growth mindset</p>	ILT	Aug 29, 2016	Jun 29, 2018	Not started
<p>✚ Review all unit plans for text and task complexity using Webb's Depth of Knowledge and WIDA/LM resources Tags: Academic gain, Academic, Differentiated instruction, Rigorous tasks, Academic expectations, Depth of knowledge, Ubd</p>	GLT			Not started
<p>✚ Revise and ensure that all units have activities with at least 3 levels of differentiation for at least 2 student tasks. Tags: Academic gain, Academic, Differentiated instruction, Rigorous tasks, Academic expectations, Differentiated instruction, Collaboration</p>	GLT	Sep 5, 2016	Jun 2, 2017	On-Track
<p>✚ Co-teacher teams, including the SECA, will meet once per quarter to review and create differentiated student tasks as part of the unit plans. Tags: Academic gain, Academic, Differentiated instruction, Rigorous tasks, Academic expectations, Diverse Learners, Staff, Collaboration</p>	GLT	Sep 5, 2016	Jun 1, 2018	Not started
<p>✚ All unit plans will contain 2 differentiated (for EL, DLs, and Choice) formal assessment. Tags: Academic gain, Academic, Differentiated instruction, Rigorous tasks, Academic expectations, Diverse Learners, English Learners, Assessment</p>	GLT	May 1, 2017	May 26, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ All unit plans will contain at least one extension/challenge opportunities.</p> <p>Tags: Academic gain, Academic, Differentiated instruction, Rigorous tasks, Academic expectations, Enrichment, Ubd</p>	GLT	Dec 1, 2017	Dec 22, 2017	Not started
<p>✦ Teachers, working with grade levels, will design a reflective practice (ex: journaling around healthy challenge and relevance) to implement on a daily or weekly basis.</p> <p>Tags: Climate and Culture, Rigour, Feedback, Reflection, Data analysis, Reflection, Student engagement</p>	GLT	Aug 28, 2017	Sep 29, 2017	Not started
<p>✦ Teachers will help students create 1 rubric per subject per quarter to evaluate performance.</p> <p>Tags: Climate and Culture, Rigour, Feedback, Reflection, Data analysis, Assessment</p>	GLT	Jun 1, 2017	Jun 23, 2017	Not started
<p>✦ Grade levels will host one event per year for teachers/other students/community members and families to analyze rigorous tasks using Webb's DOK.</p> <p>Tags: Climate and Culture, Rigour, Feedback, Reflection, Data analysis, Family and Community Engagement, Depth of knowledge</p>	GLT	Jun 1, 2017	Jun 23, 2017	Not started
<p>✦ Students will lead parent-teacher conferences using a protocol to highlight growth, healthy challenge, creativity, relevance, and learning opportunities.</p> <p>Tags: Climate and Culture, Rigour, Feedback, Reflection, Data analysis, Feedback, Academic expectations, Expectations</p>	GLT	Mar 1, 2017	Apr 19, 2017	Not started
<p>✦ Grade level newsletters will provide examples of rigorous assignments that are typical of the class once per quarter.</p> <p>Tags: Family and Community Engagement, Rigour, Community, Family and Community Engagement, Rigorous tasks</p>	GLT			Not started
<p>✦ Develop common language across grade levels regarding high expectations for student learning</p> <p>Tags: Family and Community Engagement, Rigour, Community, Academic expectations, Language</p>	All Staff	Sep 5, 2016	Jun 16, 2017	On-Track
<p>✦ During early testing in the beginning of the school year teachers will present examples of rigorous vs. non-rigorous tasks highlighted to the differences between the two types of learning experiences.</p> <p>Tags: Family and Community Engagement, Rigour, Community, Assessment, Communication, Academic expectations</p>	Teachers	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ ILT will create a survey for families in Spanish/English to determine baseline perception of rigor at Murphy.</p> <p>Tags: Family and Community Engagement, Rigour, Community, Parent engagement</p>	ILT	Sep 5, 2016	Nov 4, 2016	Not started
<p>✦ Promote healthy challenge alongside other Murphy values.</p> <p>Tags: Family and Community Engagement, Rigour, Community, Climate and Culture, Vision</p>	Staff, FOM, PTO, PAC, BAC, LSC	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ Form the committee with balanced representation of school community.</p> <p>Tags: MTSS, Guideline, Community, Committee</p>	ILT	Aug 14, 2016	Aug 31, 2016	Not started
<p>✦ Establish the MTSS committee to act as a review board for MTSS procedures, protocols, and progression of student cases.</p> <p>Tags: MTSS, Guideline, MTSS, Procedures/</p>	MTSS Committee	Sep 5, 2016	Nov 4, 2016	Not started
<p>✦ Develop protocols for Social Emotional Learning and behavior corrections in accordance with Responsive Classroom, restorative justice practices, and the Student Code of Conduct.</p> <p>Tags: MTSS, Guideline, SEL, Restorative justice, Responsive classroom</p>	MTSS Committee, Administration	Sep 5, 2016	Nov 4, 2016	Not started
<p>✦ Develop systems of communication, tracking of student behavior, tiered systems of support, and resources for SEL MTSS.</p> <p>Tags: MTSS, Guideline, Progress monitoring, Tier 2 &amp; 3, Sel mtss</p>	MTSS Committee, Administration	Sep 4, 2017	Oct 13, 2017	Not started
<p>✦ Review and refine systems of communication, tracking of student behavior, tiered systems of support, and resources for Academic MTSS.</p> <p>Tags: MTSS, Guideline, MTSS, Progress monitoring</p>	MTSS Committee	Nov 7, 2016	Jan 20, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ MTSS team including RSPs will provide current protocols as they are introduced</p> <p>Tags: Professional development, Academic perfor, Rsp, Protocols</p>	MTSS Committee	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ PD for new staff on identifying student need, progress monitoring, Tier 1 and Tier 2 strategies.</p> <p>Tags: Professional development, Academic perfor, Professional development, Tier 2 &amp; 3</p>	MTSS Committee	Apr 3, 2017	Jun 9, 2017	Not started
<p>✦ PD for all staff for SEL monitoring and intervention.</p> <p>Tags: Professional development, Academic perfor, Intervention, Progress moniorting</p>	MTSS Committee	Nov 1, 2016	Nov 11, 2016	Not started
<p>✦ Survey and assess community to determine priorities biannually</p> <p>Tags: Family and Community Engagement, Communication, Community, Priority</p>	MTSS Committee	Aug 29, 2016	Nov 4, 2016	Not started
<p>✦ Present MTSS information at Open House as part of the information shared by teachers</p> <p>Tags: Family and Community Engagement, Communication, Community, MTSS, Family and Community Engagement</p>	Teachers	Sep 5, 2016	Sep 30, 2016	Not started
<p>✦ Changing parent's perspective of small group instruction by providing a checklist of student learning attributes benefited by individualized instruction at report card pick up.</p> <p>Tags: Family and Community Engagement, Communication, Community, Differentiated instruction, Academic expectations</p>	GLT and MTSS Committee	Nov 1, 2016	Nov 11, 2016	Not started
<p>✦ Bring in outside agencies for workshops at least twice a year.</p> <p>Tags: Family and Community Engagement, Communication, Community, Resources, Community</p>	CISC Coordinator and MTSS Committee	Sep 4, 2017	Jun 15, 2018	On-Track
<p>✦ Include MTSS information in parent handbook.</p> <p>Tags: Family and Community Engagement, Communication, Community, MTSS, Communication</p>	Administration and MTSS Communication	Aug 1, 2016	Aug 31, 2016	Not started
<p>✦ Student government conducts student interest survey at least twice each school year.</p> <p>Tags: Academics, Culturally relevant, Ownership, Student council, Student interest</p>	Student government	Sep 5, 2016	Sep 30, 2016	Not started
<p>✦ Develop and complete a literature inventory of available texts at each grade level.</p> <p>Tags: Academics, Culturally relevant, Ownership, Literacy, Culturally relevant</p>	ILT and GLT	Mar 1, 2017	Mar 31, 2017	Not started
<p>✦ Based on the literature inventory build a database of relevant and accessible/leveled texts/materials.</p> <p>Tags: Academics, Culturally relevant, Ownership, Literacy, Culturally relevant</p>	Literacy Committee	Mar 1, 2018	Mar 30, 2018	Not started
<p>✦ Write a grant for arts/cultural programming that provides students culturally affirming programming and new perspectives</p> <p>Tags: Academics, Culturally relevant, Ownership, Grants</p>	Committees	Sep 5, 2016	May 31, 2018	On-Track
<p>✦ Professional development on cultural relevance to build teacher knowledge regarding the impact of cultural background(s) on the classroom.</p> <p>Tags: Academics, Culturally relevant, Ownership, Professional development, Culturally relevant</p>	ILT and Administration	Jun 15, 2018	Jun 15, 2018	Not started
<p>✦ Implement reflective journals at least once a week at the middle school to develop student connections between learning and personal experience.</p> <p>Tags: SEL, Reflection, Self assessment, Achievement, Reflection, Learning objectives</p>	Middle School Teachers	Jan 30, 2017	Apr 7, 2017	Not started
<p>✦ Intentional instruction of age appropriate self-regulation strategies, e.g. Wheel of Choice, at all grade levels during Morning Meeting, Advisory time, and the teachable moments of the day on a consistent basis.</p> <p>Tags: SEL, Reflection, Self assessment, Achievement, Self-regulation</p>	All teachers	Sep 5, 2016	Jun 22, 2018	On-Track
<p>✦ Create space in the school day for the consistent practice of closing circles.</p> <p>Tags: SEL, Reflection, Self assessment, Achievement, Reflection, Responsive classroom</p>	All teachers	Sep 4, 2017	Jun 22, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Develop the structures to have student-led conferences at report card pick up. Tags: SEL, Reflection, Self assessment, Achievement, Student ownership</p>	GLT	Sep 5, 2017	Nov 17, 2017	Not started
<p>✦ At each grade level develop protocols for providing frequent informative feedback at least once a week geared towards enhancing student metacognition and self-assessment. Tags: SEL, Reflection, Self assessment, Achievement, Feedback, Protocols, Student ownership</p>	GLT	Mar 1, 2017	Jun 16, 2017	Not started
<p>✦ Create parent involvement with workshops to extent Responsive Classroom and Developmental Designs into the home and provide context for families. Tags: Growth mindset, Parental involvement, Responsive classroom</p>	RC/DD Committee	Mar 1, 2017	Apr 28, 2017	Not started
<p>✦ Highlight adult learning in the professional setting and adults seeking new degrees to create transparency for students around PD/adult learning. Tags: Growth mindset, Professional development, Academic expectations</p>	All staff	Sep 5, 2016	Sep 30, 2016	Not started
<p>✦ Annual RC/DD workshop/welcome after new parent breakfast. Tags: Growth mindset, Parental involvement</p>	RC/DD Committee	Sep 4, 2017	Sep 29, 2017	Not started
<p>✦ The ILT will decide on gradebook categories and weights for each subject and provide suggested work tasks for each category for grades 1-8. Tags: Grading, Growth measures, ILT, Grading</p>	ILT	Sep 5, 2016	Oct 28, 2016	On-Track
<p>✦ Create and provide checklist/guide to give to all teachers and inform new teachers of grading practices. Tags: Grading, Growth measures, Grading</p>	ILT	Mar 1, 2017	Apr 21, 2017	On-Track
<p>✦ Provide information to parent/stakeholders in student agenda regarding school wide grading practices. Tags: Grading, Growth measures, Grading, Communication, Parent engagement</p>	ILT and Administration	Sep 4, 2017	Nov 10, 2017	Not started
<p>✦ Create a quarterly cycle of inquiry to evaluate teachers understanding and comfort with new grading policy. Tags: Grading, Growth measures, Grading, Cycles of learning</p>	GLT and ILT	Sep 5, 2016	Jun 9, 2017	Not started
<p>✦ In GLM, look at the appropriateness of ELA and Math scope and sequence and the standards being addressed for each quarter--revise as needed. Tags: Assessment, Standards-based instruction, Scope and sequence, Standards</p>	GLT	Sep 5, 2016	Nov 11, 2016	On-Track
<p>✦ In GLM, research formative and master assessments for each standard (KC, CIM) Tags: Assessment, Standards-based instruction, Assessment</p>	GLT	Sep 5, 2016	Jan 13, 2017	On-Track
<p>✦ In GLM, determine/create assessments based on I Can statements Tags: Assessment, Standards-based instruction, Assessment, Common core</p>	GLT	Sep 5, 2016	Jan 19, 2018	Not started
<p>✦ Create rubrics to measure proficiency of CCSS standards Tags: Assessment, Standards-based instruction, Ccss, Rubrics</p>	GLT	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ Develop standards based grading for Math, ELA, and SS in grades 1-8. Tags: Assessment, Standards-based instruction, Standards-based instruction</p>	ILT/GLT	Sep 5, 2016	Jun 15, 2018	On-Track
<p>✦ In GLM, compile assessments and objectively use rubrics to score student growth Tags: Assessment, Data analysis, Assessment</p>	GLT	Sep 5, 2016	Nov 18, 2016	Not started
<p>✦ In GLM, look at assessment data and categorize into not meeting (1) to exemplary (4) proficient levels. Tags: Assessment, Data analysis, Standards-based instruction</p>	GLT	Oct 3, 2016	Nov 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ In GLM, use proficiency leveled data to objectively determine instructional effectiveness and assessment delivery. Tags: Assessment, Data analysis, Reflection, Data analysis</p>	GLT	Nov 14, 2016	Jan 6, 2017	Not started
<p>✦ Analyze assessment data to identify specific area of need. Tags: Assessment, Data analysis, Assessment, Differentiated instruction, Data analysis</p>	GLT	Sep 5, 2016	Dec 16, 2016	On-Track
<p>✦ Provide PD on universal design of assessment and task analysis Tags: Diverse Learners, Assessment, Student engagement, Professional development, Tasks</p>	GLT			Not started
<p>✦ In GLM, complete a task analysis on 4 summative assessments in ELA/Math Tags: Diverse Learners, Assessment, Student engagement, Assessment, Task analysis</p>	TBD	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ Edit/revise assessment to eliminate barriers Tags: Diverse Learners, Assessment, Student engagement, Assessment</p>	GLT	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ Implement a cycle of inquiry to evaluate the quality of student responses on assessments and growth. Tags: Diverse Learners, Assessment, Student engagement, Assessment, Cycle of inquiry</p>	GLT	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ Develop a school wide government system with representation from all grade level Tags: Community, Student voice, Civic life, Student voice</p>	Teacher facilitators	Sep 5, 2016	Oct 28, 2016	On-Track
<p>✦ Connect with Alderman, Congresspeople, etc. to increase knowledge of local and state level government. Tags: Community, Student voice, Civic life, Community</p>	RC/DD Committee	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Create a service hour digital bulletin for students and families with articulation of service hour guidelines Tags: Community, Student voice, Civic life, Communication, Service learning</p>	RC/DD Committee	Sep 5, 2016	Jul 14, 2017	Not started
<p>✦ Have class representation at the monthly LSC to present learning and observe school level governance Tags: Community, Student voice, Civic life, Lsc</p>	RC/DD Committee	Sep 4, 2017	Jun 22, 2018	Not started
<p>✦ Maintain bi-annual trips to DC/Springfield in order to provide greater contextual experience for students at Murphy of the US/State government Tags: Community, Student voice, Civic life, Student engagement</p>	Middle School Teachers	Sep 5, 2016	May 31, 2018	On-Track
<p>✦ Create protocols and systems to develop peer mediation/jury Tags: Attendance, Student engagement, Student voice, Restorative approaches</p>	RC/DD Committee	Sep 4, 2017	Jun 15, 2018	Not started
<p>✦ Create a system for electronic and paper confidential comment box Tags: Attendance, Student engagement, Student voice, Student voice</p>	Administration	Aug 1, 2016	Aug 31, 2016	Not started
<p>✦ Develop mock voting/debate public forum based on library class work. Partner with HS/college debate team. Tags: Attendance, Student engagement, Student voice, Student enrichment</p>	TBD	Sep 4, 2017	Jun 22, 2018	Not started
<p>✦ Provide professional development and guidance to teachers on ways to increase artistic expression as part of teachers' vocabulary of rigorous differentiation. Tags: Attendance, Student engagement, Student voice, Rigour, Professional development, Fine arts</p>	SVECL Committee	Sep 5, 2016	Jun 22, 2018	On-Track
<p>✦ Create intentional chances for artistic expresion in unit plans aligned with the Illinois Learning Standards for Fine Arts Tags: Attendance, Student engagement, Student voice, Arts, Standards</p>	GLT, FA Teachers, SVECL Committee	Sep 5, 2016	Jun 22, 2018	On-Track
<p>✦ Revive Murphy Talent Show Tags: Attendance, Student engagement, Student voice, Community, Student voice</p>	SVECL Committee	Feb 1, 2017	Feb 28, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Create student-directed (and written) one-act plays/dances. Tags: Attendance, Student engagement, Student voice, Writing, Fine arts</p>	SVECL Committee	Mar 1, 2018	Mar 30, 2018	Not started
<p>✦ Enhance/systematize enrichment program to engage more students in and out of the classroom. Tags: College Access and Persistence, Enrichment, Career, Enrichment, Acceleration</p>	TBD	Sep 5, 2016	Jun 23, 2017	On-Track
<p>✦ Participate in city wide initiatives to build enrichment opportunities, i.e. math, science, history competitions. Tags: College Access and Persistence, Enrichment, Career, Enrichment</p>	ASAS	Nov 1, 2016	Apr 28, 2017	Not started
<p>✦ Maintain a 7th grade accelerated math class and 8th grade algebra class. Tags: College Access and Persistence, Enrichment, Career, Enrichment, Acceleration</p>	Administration	Sep 5, 2016	Jun 22, 2018	On-Track
<p>✦ Connect students 14 years of age to After School Matters for summer employment opportunities. Tags: College Access and Persistence, Enrichment, Career, After school matters</p>	School Counselor	Feb 1, 2017	May 19, 2017	Not started
<p>✦ Engage all middle school student in creating a Naviance account for current and future planning in educational opportunities. Tags: College Access and Persistence, Enrichment, Career, College Access and Persistence</p>	School Counselor	Sep 5, 2016	Dec 16, 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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

### NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

### Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent Plan

### Parent Involvement Policy

Complete

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

On a yearly basis parents will be invited to a Title I meeting to discuss the current state of the school and goal setting for the year. In addition the PAC/BAC groups will serve as a forum for continual learning and reflection regarding student learning and progress in alignment with NCLB and the CIWP Strategies.

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 Title I Annual Meeting was held on the 29th of September, 2016. The Title I PAC Organizational Meeting was held 14th of October, 2016. PAC meetings for SY17 are 12/2/2016, 1/13/2017, 2/17/2017, 3/10/2017, 4/21/2017, 5/19/2017, 6/9/2017 and parents will be invited through email, the school website, paper flyers, the school monthly calendars and personal communication.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Parents will be invited to workshops, open forums, discussions, meetings, etc. through paper flyers, email, the school website, text message, and phone calls. Furthermore, the results of a parent survey regarding topic, convenient time, language needs, and child care concerns will be taken into consideration while planning and reaching out to families to get the maximum level of attendance and sustained participation.

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.

Parents and families always have access to administration to express concerns, ideas, and suggestions for improvement. Forums such as the PTO, PAC, BAC, and LSC are all means by which families have access to decision making processes and learning opportunities. Furthermore, teachers/administrators will have various workshop options open to parents to voice concerns and learning opportunities in areas such as, standardized testing, assessment, social-emotional learning, and academic rigor.

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.

At the Quarter 1 Report Card Pick Up, parents will be provided results of beginning of year NWEA testing and if available ACCESS and PARCC test data. Any data that is not available at that time will be sent home with an invitation to speak further with staff regarding the significance of the test scores.

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.

A letter and email will be provided to families in case this were to occur.

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.

At the school open house in September families will be provided a presentation by the Principal on the state of the school. In the break out sessions in the classroom, teachers will provide more detailed information on standards, assessments, grading, MTSS, parent portal, and how to be involved in their child's education. Lastly, there will be a number of parent workshops/sessions on assessment, grading, MTSS, etc. throughout the year.

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 continue to provide technology classes for parents, access to technology, and resources for both academic and mental health for families through timely communication in Spanish and English, utilizing both paper based and nonpaper based communication.

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.

Staff are committed to incorporating at least one parent event per year into the curriculum. In addition, each CIWP Area of Focus incorporates parental involvement through parent workshops, family nights, and opportunities for the school and families to engage in common learning.



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

The families of our preschool program are always invited to all school events and parent meetings. They are an integral part of our community and parent involvement is consistently sought by the teachers and teacher assistants of preschool by having family volunteers, events for parents at the school, and connections to parenting groups at the Kedzie Center.

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 invitations to different events will be available in Spanish and English. The school website will also contain updated information on programming for parents/families which can be translated into all major languages through the Google translate button.

#### 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)

NA

#### 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.)

To accomplish our mission, John B. Murphy School will involve school personnel, students, parents, and other community members as partners in an ongoing process of educational improvement. We are committed to providing a safe, nurturing, child-centered climate. It is a school in which all stakeholders develop a love for learning and skills for success.

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 be held the CPS Elementary school report card pick up day. (SY17 11/9 and 4/19). Beginning in the Spring of SY17 students will be engaged in student led conferencing. Parent-teacher conferences will also be held informally as needed throughout the year.

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

Parents will be provided the 5, 15, and 25 week progress report. In addition, teachers will create daily/weekly progress reports as needed on an individual basis. Parents are encouraged and supported in completing the sign up for Parent Portal.

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

Parents have access to staff via email, phoning the school, leaving of messages via coming to the office or via phone, daily access at entry and dismissal, and parent request for conference before or after school.

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 year parents will fill out a volunteer survey indicating their availability to help with school wide needs such as the book fair, picture day, spirit wear sales, etc. At the classroom level parents have the opportunity to volunteer during the school day through a sign up with the classroom teachers. Parents/family are always welcome at the monthly Community Sing, family nights, and grade level family events, i.e. Whale museum, Peeps Awards.

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

Parents have daily access to their child's learning through the student agenda which has homework information and space for home/school communication. In addition, parents have access to Parent Portal here at the school, email connection to teachers, and access to the teacher. Highlights of student learning are communicated through the monthly newsletter.

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

All parents will have opportunities throughout the year to participate in workshops/open forums/learning events wherein they will work with the school to develop understanding and goals regarding the education of their children. The first workshop at the beginning of the year will invite parents to join for a new parent breakfast and learn more about the the procedures of Responsive Classroom. Throughout the year there will be opportunities to engage in other learning opportunities around assessment, rigor, and social emotional learning.

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

Students will be invested in their learning through a strong sense of community, reflective practices such as self assessment, peer assessment, and student led conferencing.

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 increast student academic achievement through parental involvement; specify your goals.

Parent resources-books/materials to support CIWP goals. Enhance parent communication through parent computer stations, sign up for school communication, parent handbook. To provide targeted parent classes and training thorough staff or consultants that include ESL, citizenship, computer skills through a variety of partnerships. High school and college readiness preparation to support their child's success.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 400 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2000 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 450 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 200 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ 0 .00
53306	<b>Software</b> 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 be used only by parents.

\$	0	.00
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