



Luke O'Toole Elementary School (/school-plans/336) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
04/14/2016	All Members were present	School Excellence Framework & Priorities
04/29/2016	All Members were present	Parent Involvement
05/25/2016	All Members were present	Team Updates, Priorities, Strategies, & Action Steps

School Excellence Framework

Leadership & Collective Responsibility:

Score

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

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The school vision should be visible and in every classroom and throughout the school in hallways throughout to educate and ensure "ownership" from all stakeholders. Principal has weekly meetings to advise staff of progress towards reaching goals. Post observation meetings take place with the principal and staff members to explain expectations and alignment with goals. Principal encourages parents and all stakeholders to participate in all school events. Teachers complete self-assessments to determine level of Common Core implementation proficiency, exposure to cognitive tasks that are preparing students for college readiness, and overall levels of understanding from the various pockets of learners throughout our academic dynamic.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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 members participate in leadership duties in the school. The ILT has been redesigned to encourage participation by teachers who perform well and can mentor other teachers. Teachers who perform well are invited to participate in grant-funded initiatives that enhance student learning. All teachers are invited to share best practices with the staff.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

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Professional Learning Communities (PLC) via the stewardship of cluster mentors occurs for 60 minutes weekly. Teachers participate in certain individual professional development activities. ILT meetings mostly occur bi-weekly, unless urgent needs arise. District-wide staff development dates are utilized appropriately. Coaching for individual staff members occurs, as needed.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.

- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

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Our school schedule is consistent with the CPS Time Distribution for suggested number of instructional minutes per subject or course. Our school allows for Cluster Team Meetings, ILT, and teacher grade level collaboration time to occur before, during, and after school. Limited out of classroom intervention is established for struggling students. It can be optimized much better and better formatted to the brain engagement rhythms of every grade band. Discretionary funds are aligned to the needs and set goals for students and classrooms. Our school has pursued some opportunities for outside funding. Limited community partnerships have been established to meet the needs of students and staff members.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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:

Score

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.

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Developing a clearly articulated curriculum aligned to Common Core State Standards. Our growing focus has been around optimal unpacking of CCSS to understand the key shifts needed to re-construct existing units and summative and formal assessment. Curriculum aligns to Common Core State Standards. Each teacher team reluctantly develops their own instructional units. Differentiation is not planned consistently in each teacher's lesson plans. Minimal curriculum collaboration takes place between grade levels. Most students are exposed to grade-appropriate text. General education teachers provide modifications and accommodations for diverse learners [Inclusion]

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

Instructional Materials:

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

Score

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In following the N11 Scope & Sequence, the instructional materials utilized are directly aligned to the appropriate learning standards designated for that grade level. Instructional materials vary between learning cycles and each grade level. General education teachers provide modifications and accommodations for special education students (Inclusion). Instructional materials are supportive of our special education population, including materials with bilingual supports.

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Evidence can be found in student artifacts, GLT's where teachers are "Looking At Student Work", learning walks, Pop-Ins and observations to gauge rigor and measure if the activities are leading to college and career readiness.

Guide for Rigorous Student Tasks

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

- Analyze models with students to build a vision of quality.
- Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

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We have partnerships with Chicago State, Roosevelt, and Boeing to constantly engulf our children in an atmosphere that broadens their perceptions around the worth and value of further education. More consistency is needed though regarding event planning and scheduling of events. Every Friday, teachers wear their respective alma mater/or any other college/university to truly show our adult solidarity around secondary learning and beyond.

Guide for Transitions, College & Career Access & Persistence

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

- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Based on our Level 2 on SY 2015 School Quality Rating Policy, it will be essential for teachers to apply more rigorous instruction with more task complexity. In the course of every lesson, teachers must afford more time for varied types of discussion techniques and student explanation of thinking. Evidence of administration/ILT developing and communicating clear non-negotiables for instructional planning that specify what must be included in lesson plans (i.e. learning standards, instructional strategies, specific student activities, materials used, flexible grouping and ongoing student assessment)

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 **2** 3 4

School has established standards of conduct with consistent implementation so most students follow the standards of conduct. School monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Alternatives to out-of-school and in-school suspension consequences are practiced. Parents are heavily involved in the discipline process. Issues with the school environment being welcome were addressed and improvement is evident.

Guide for Multi-Tiered System of Support

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

- **TIER 2 & 3 – Implement Personal Learning Plans (PLP** (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) **goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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

1 2 3 4

Cooperative use of a comprehensive set of assessments - adaptive-growth, summative, benchmark, and formative - but still needs to monitor student learning more frequently. In addition, our partnership with S.L.I. provides data from mini-assessments to help better inform practice.

- Formative Assessments administered every 6-8 weeks
- Teacher-Made Assessments to monitor student understanding
- Growth Assessments administered 3 times per year

School wide data is available to teachers to guide instruction. Assessments have been given based on monthly objectives taught by teachers. Assessments incorporate modifications for students with learning disabilities. General education teachers provide modifications and accommodations for special education students (inclusion). Our 3rd-8th grade students will be assessed on the PARCC type items over the course of the SY17 & SY18 school years. Middle School curriculums will include structured field trips with career exploration components that lead students toward targeted professional tracks and those key milestones that must occur...ACT, SAT, PSEA, scholarships, grants, etc.

Guide for Balanced Assessment & Grading

- **Use multiple measures** (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student

Tasks)

- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

O'Toole's Theory of Action is a working blueprint for onward learning based on curriculum alignment, assessment, instructionally-focused accountability, and ongoing applied professional growth. There is evidence of growth targets being met/exceeded in the areas of reading and math. We currently have a significant pocket of students trending towards attainment for SY16, which has prompted particular interventional mechanisms to be put in place for these students. Particular SMART goals have been established for instructional mapping moving toward EOY NWEA. Ongoing staff pedagogical issues continue to create the major roadblocks with progress. The SMART goals for specific grade levels could be better monitored by administration, but these issues are being remedied. Effective Core Instruction that is designed and delivered to reach all students. Based upon the analysis of multiple data sources, targeted and instruction and intervention Tier 2 / Tier 3 is provided to meet specific needs and accelerate learning.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

Relational trust among school stakeholders (e.g., teachers and teachers, teachers and principal, teachers and students) fosters a set of organizational conditions, some structural and others social-psychological, that make it more conducive for individuals to initiate and sustain the kinds of activities necessary to affect productivity and the kinds of efforts to improve student outcomes. A dynamic concept, relational trust refers to the trust built into relationships that is based on many factors including respect, personal regard, competence, and personal integrity. Relational trust does not directly affect student learning, but higher levels of relational trust support the conditions in which student learning and outcomes improve.

Relational trust is not a concept with a prescribed set of steps. Rather, it is best described in terms of enabling conditions at an individual level and an organizational level. Individual conditions that are important to fostering relational trust among individuals include respect, personal regard, competence in core role responsibilities, and personal integrity. Respect requires the kind of social discourse that takes place across the school community, genuinely listening and valuing the opinions of others. Personal regard is the willingness of members of a school community to extend themselves beyond the formal requirements of a job definition or a union contract. Competence in core role responsibilities recognizes the interdependence of our roles in attaining the desired outcome. When negligence or incompetence is allowed to persist in any one role in the school, it undermines trust.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

A variety of extracurricular and enrichment opportunities in the areas of sports, mentoring, arts & crafts, music, and some Saturday programs. Specific math and science clubs are used to build student leadership qualities and amplify engagement within the school. With a rich set of new data, leaders and residents are able to identify opportunities to increase and sustain diverse and new types of engagement and build tools and resources to meet community needs. Today our nation faces a number of daunting challenges, including economic recovery, under-performing schools, and unexpected needs arising out of disasters. It is precisely because of the magnitude and multitude of these and other complex challenges that we must reconfigure the way we think and talk about engaging our stakeholders in addressing them.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

One of the most effective measures for keeping schools safe and secure includes the development of school safety plans and prevention programs that support students' healthy social and emotional development. Our school will establish a School Safety Committee to bring staff, students, administrators, and parents together in a cooperative effort to maximize safety in each school building. It is also important to ensure that these schools engage in planning and professional development and have adequate resources to address safe school issues. Schools also need successful models to create proactive partnerships with law enforcement and social service agencies, including deliberate strategies to prevent bullying, gang activity, and other issues that put students at risk.

Schools require resources to expand access to counseling, anger management, and peer mediation services. With these resources, the state should develop comprehensive crisis management plans that include contingencies for both natural and human-made crises that schools can use as models for planning. The plans should be flexible, easily managed and implemented, and account for a variety of factors. The most critical part of any emergency plan is preparation during non-crisis times; therefore, schools and staff must continuously update the plans, provide quality training for staff and students on a regular basis, maintain necessary supplies and equipment, and coordinate with local and state agencies responsible for responding to an emergency.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

1 2 3 4

School based group intervention that focuses on developing anger management skills. Aims to equip students with the social processing and behavioral skills needed to reduce impulsive and reactive aggressive responses to anger.

Students will learn skills in:

- Anger management strategies to address trigger events, the anger continuum, physiological responses to anger, connection between thoughts-feelings-behavior
- Social problem solving
- Anger Cue recognition and self-calming techniques and instruction
- Attribution retraining
- Strategies for managing conflicts

The long term goal is to:

- Reduce and prevent behavioral infractions related to anger and aggression
- Provide students with the skills to think and problem solve prior to reacting to upsetting situations
- Learn strategies to cope more successfully with frustrating situations and provocation
- Reduce reactive aggression

School based group intervention that focuses on relieving symptoms of Post-Traumatic Stress Disorder. Aims to equip students with the cognitive- behavioral skills needed to process traumatic events and develop effective coping strategies.

Student will learn skills in:

- Common reactions to trauma
- Relaxation training
- Real life, stress, or trauma exposure
- Social problem solving
- Challenging upsetting thoughts
- Processing traumatic memories and grief

The long term goal is to:

- Reduce symptoms related to exposure to trauma (e.g., depression and anxiety)
- Build resilience
- Increase peer and parental support in coping with traumatic experiences

A Tier III Behavior Support Plan is an individual intervention that uses a problem solving process to address, recurring, moderate to severe student behavior. It relies on a variety of techniques and strategies to identify the purpose or function of the problem behavior(s). It looks beyond the behavior itself and focuses on identifying significant social, affective, cognitive, and/or environmental factors that may be associated with the occurrence and non-occurrence of specific behaviors.

The long term goals are to:

- Reduce and prevent misconduct (including in and out of school suspension)
- Increase positive social interactions and quality of life
- Self-monitor personal behavior

Guide for Restorative Approaches to Discipline

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

- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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

Teacher meaningfully and successfully engages families as partners in the instructional program through classroom volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training. Response to any student or family concern is handled professionally and in a timely manner. Teacher provides resources and solutions that address family concerns. School's communications with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate. School administration utilizes developed materials or creates essential materials to assist in ongoing meetings and collaboration with family and community groups to ensure there is a connection between home and school supports (e.g., newsletter, website, information at school). Family and community groups organize and begin to execute their own structures and processes to embed MTSS supports across home and school environments.

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
CPS Framework for Teaching	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Relational Trust

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

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

National School Growth Percentile - Reading

Growth by favorable measure to recapture the performance trends. For each school, a national average comparison growth score will be calculated. This will be the mean of the national average Spring-to-Spring growth scores at each grade level, controlling for the school's average pretest performance and weighted by the number of students in each grade level at the school. This comparison score will therefore represent a national average school with the same pretest averages and the same proportion of students at each grade level. Average scores will be based on NWEA's national school-level norms

73.00 38.00 53.00 65.00

National School Growth Percentile - Math

For each school, a national average comparison growth score will be calculated. This will be the mean of the national average Spring-to-Spring growth scores at each grade level, controlling for the school's average pretest performance and weighted by the number of students in each grade level at the school. This comparison score will therefore represent a national average school with the same pretest averages and the same proportion of students at each grade level. Average scores will be based on NWEA's national school-level norms

72.00 42.00 55.00 68.00

% of Students Meeting/Exceeding National Ave Growth Norms

Number of students meeting national Spring-to-Spring growth targets on the NWEA reading test plus number meeting targets on the math test. Targets are the national average growth of students with the same pretest score based on NWEA research.

60.50 (Blank) 65.00 70.00

African-American Growth Percentile - Reading

Each priority group must have at least 30 students for a growth percentile to be calculated. Each priority group with at least 30 students will receive a priority group score which will account for 2.5% of the school's rating (1.25% for each subject). If a priority group has fewer than 30 students, the 2.5% weighting will be added to the school's overall NWEA Growth Percentile metrics. Each priority group will receive a NWEA Growth Percentile based on the methodology described in the "NWEA Growth Percentile" section. The priority group's percentile will be based on a comparison of the average growth of the priority group to the average growth of a national school with the same pretest scores.

71.00 36.00 52.00 65.00

Hispanic Growth Percentile - Reading

Not Measured As Of Yet Based On Current Population

(Blank) (Blank) 0.00 0.00

English Learner Growth Percentile - Reading

Not Measured As Of Yet Based On Current Population

(Blank) (Blank) 0.00 0.00

Diverse Learner Growth Percentile - Reading

Each priority group must have at least 30 students for a growth percentile to be calculated. Each priority group with at least 30 students will receive a priority group score which will account for 2.5% of the school's rating (1.25% for each subject). If a priority group has fewer than 30 students, the 2.5% weighting will be added to the school's overall NWEA Growth Percentile metrics. Each priority group will receive a NWEA Growth Percentile based on the methodology described in the "NWEA Growth Percentile" section. The priority group's percentile will be based on a comparison of the average growth of the priority group to the average growth of a national school with the same pretest scores.

10.00

34.00

50.00

70.00

African-American Growth Percentile - Math

Each priority group must have at least 30 students for a growth percentile to be calculated. Each priority group with at least 30 students will receive a priority group score which will account for 2.5% of the school's rating (1.25% for each subject). If a priority group has fewer than 30 students, the 2.5% weighting will be added to the school's overall NWEA Growth Percentile metrics. Each priority group will receive a NWEA Growth Percentile based on the methodology described in the "NWEA Growth Percentile" section. The priority group's percentile will be based on a comparison of the average growth of the priority group to the average growth of a national school with the same pretest scores.

70.00

40.00

56.00

71.00

Hispanic Growth Percentile - Math

Not Measured As Of Yet Based On Current Population

(Blank)

(Blank)

0.00

0.00

English Learner Growth Percentile - Math

Not Measured As Of Yet Based On Current Population

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Math

Each priority group must have at least 30 students for a growth percentile to be calculated. Each priority group with at least 30 students will receive a priority group score which will account for 2.5% of the school's rating (1.25% for each subject). If a priority group has fewer than 30 students, the 2.5% weighting will be added to the school's overall NWEA Growth Percentile metrics. Each priority group will receive a NWEA Growth Percentile based on the methodology described in the "NWEA Growth Percentile" section. The priority group's percentile will be based on a comparison of the average growth of the priority group to the average growth of a national school with the same pretest scores.

79.00

4.00

40.00

60.00

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

Average Spring RIT score of students on the NWEA MAP assessment, compared to average national score. The school is assigned a percentile representing where the school would fall on the national distribution.

7.00

8.00

20.00

40.00

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

Average Spring RIT score of students on the NWEA MAP assessment, compared to average national score. The school is assigned a percentile representing where the school would fall on the national distribution.

15.00

16.00

28.00

45.00

National School Attainment Percentile - Reading (Grade 2)

Average Spring RIT score of 2nd grade students on the NWEA MAP assessment, compared to average national score. The school is assigned a percentile representing where the school would fall on the national distribution.

15.00

25.00

38.00

50.00

National School Attainment Percentile - Math (Grade 2)

Average Spring RIT score of 2nd grade students on the NWEA MAP assessment, compared to average national score. The school is assigned a percentile representing where the school would fall on the national distribution.

33.00

54.00

60.00

70.00

% of Students Making Sufficient Annual Progress on ACCESS

Not Measured As Of Yet Based On Current Population

(Blank)

(Blank)

0.00

0.00

Average Daily Attendance Rate

Average daily attendance rate of the school, adjusted for students with medically fragile conditions and early graduation for 8th graders.

92.60

92.60

94.00

95.00

My Voice, My School 5 Essentials Survey

The 5 Essentials are a diagnostic tool measuring schools' strengths and weaknesses based on 20 years of research by CCSR. They help schools organize, prioritize, evaluate, and achieve sustainable improvement.

Surveys are administered in the Spring to 6-12th grade students and all teachers. Schools that make progress on 3 of 5 of the Essentials are 10 times more likely to make substantial improvement than schools that do not.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Increase teacher and student access to maximize instructional materials to integrate the CCSS for literacy & math into practice throughout school, network and district PD opportunities. In math, we will utilize resources that support core instruction, while providing necessary literacy supports for any student needing additional practice. If we utilize the pacing guides provided by Network 11 (alignment, mapping, assessment, progress monitoring and intervention) in Reading, Math, and Science

Optimal teacher collaboration to share ideas and strategies around best practice. We will provide teacher with all the necessary tools needed to help students achieve success.

Students performing at higher levels of attainment in Reading & Math. There will be incremental growth on key performance measures over the next two years. Students performing at higher levels of attainment in Math. There will be incremental growth of 15% Percentile/or more growth annually on key performance measures over the next two years.

Tags:

Instructional materials

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Implement school wide interventions to meet the needs of the students using the EOY data.

Principal

Jul 1, 2016 to Jun 29, 2018

(Blank)

Not started

Interventions

Purchase text books for students in all subject areas.

Administration

Jul 1, 2016 to Sep 30, 2016

(Blank)

Not started

Instructional materials

Horizontal and vertical planning aligned to the Network 11 pacing guide.

ILT

Jul 1, 2016 to Sep 30, 2016

(Blank)

Not started

Planning

Strategy 2

If we do...

...then we see...

...which leads to...

If we identify effective teaching practices, correlate and align professional development with teachers specific needs,

Then we will improve instructional practices with the classroom vertically and horizontally across all grade levels

Students will graduate from our school ready for high school, college, and career.

Tags:
Professional Learning

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status
Conduct a survey to determine teacher professional development needs and have conversations to create a plan with the teachers.	ILT	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started

Professional development

Review Common Core Standards with staff monthly for Reading and Mathematics.	Principal	Jul 1, 2016 to Jul 7, 2017	(Blank)	Not started
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Math, Literacy

Implement a differentiated professional development model.	Principal	Jul 1, 2016 to Jun 15, 2017	(Blank)	Not started
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Professional development

Identify professional development needs by using classroom observations and school wide data.	Principal	May 31, 2017 to May 31, 2017	(Blank)	Not started
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Powerful practice

Strategy 3

If we do...

...then we see...

...which leads to...

If we create rigorous student tasks, then children will grow in proficiency and ability to demonstrate sustanative learning and engage in higher levels of discourse around learning opportunities. Use current data (K-8th grade NWEA/mCLASS, Pre-K will use BOY diagnostic assessment) for Tier 1 and Tier 2 differentiated small grouping and focus each group's instruction (per set number of students) to meet the needs of individuals according to their lowest deficit.

focused cycles of observations done by Administration and Teacher Leaders to evaluate the techniques using a researched based rubric to see the effectiveness of the groupings, to facilitate the differentiated lessons. Collaborative conversations between Administration, Teacher Leaders, and classroom teacher will be held to further plan how to meet students at their current instructional level with small group instruction to achieve a minimum of 60% of students in each classroom reaching attainment in Reading and Math. Teachers implementing meaningful units and projects that require understanding from multiple disciplines and integrate thinking and skills that apply across the content areas. Higher levels of student performance on key assessments measures like PARCC and other measures on student achievement.

by the school year 2017-2018, 75% of students will be meeting or exceeding grade level expectations (College and Career Readiness) in Math and Reading for NWEA/mCLASS. Teachers will also improve their own teaching practices to reach Proficient and Distinguished statues on their REACH Evaluations, with the emphasis on specific Domains (3b: Questioning and Discussion Technique - Higher Order Thinking, 3d: Using Assessment in Instruction) to check students for their understanding of content.Students will graduate from our school ready for high school, college and career.

Tags:
Rigorous tasks

Area(s) of focus:
3

Action step	Responsible	Timeframe	Evidence for status	Status
Instructional Leadership Team meets regularly to analyze and discuss assessment data.	ILT	Jul 1, 2016 to Jun 16, 2017	(Blank)	Not started

Instructional leadership team

Engage students in 6 week assessments and small group instruction using Compass Learning & NWEA Data	Assistant Principal	Jul 1, 2016 to Jun 19, 2017	(Blank)	Not started
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Assessment

ILT will assist teachers in creating school-wide data wall in each classroom to engage teachers in discussions around data to inform more complexity with tasks and ensuring a higher culture of learning.	ILT & Teachers	Jul 1, 2016 to Jun 19, 2017	(Blank)	Not started
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Strategy 4

If we do...

our outmost as a united group of skilled professionals, we can switch the focus of our upper grade Reading and Math curriculum to curricula that is geared towards accelerated high school class work, which in turn, will prepare our students towards College and Career Readiness (testing at 70% or higher), students' scores will be meeting and/or exceeding standards on NWEA. Our 8th grade population will be more likely to apply for Selective Enrollment, Magnet/IB programs. Ensure that a school-wide culture of achievement promotes essential expectations for depth & breadth of Student Learning

...then we see...

an increase in rigor in curriculum from our teachers, an increase in the number of students making A's and B's to make the Honor Roll, and an increase in the number of students who score in the top quartile on NWEA and other district wide assessments to meet College and Career Readiness status (70% or higher). Optimize Academic Transitions, Advocate for College Awareness, Expose Key Stakeholders to Career Access & Build and Encourage Ongoing Student Persistence

...which leads to...

Students taking advanced level classes in 7th and 8th grade in both Reading and Math (Algebra 1/Geometry). They will qualify for high school credit if they score above 79% on the placement test. Students will also have the opportunity to participate and in engage in Virtual Classes that are incorporated through Cisco. Which leads them to positive, productive life, which will ready them for college and career.

Tags:

College Access and Persistence

Area(s) of focus:

4

Action step	Responsible	Timeframe	Evidence for status	Status
7th & 8th grade students will visit high school fair and various high schools throughout	Counselor & Administration	Sep 6, 2016 to May 31, 2017	(Blank)	Not started

High school readiness

Build strong partnerships with various universities to ensure a culture of ongoing learning and a legacy of academic commitment	Administration & Teachers	Jul 1, 2016 to Jun 19, 2017	(Blank)	Not started
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College and career

Strategy 5

If we do...

If we effectively implement CHAMPS, schoolwide FOUNDATION program, Second Step, Middle School Advisory and continue our relationship with I-Grow

...then we see...

Then we will give our students the necessary social skills to be successful in their lives.

...which leads to...

Which leads them to culture of citizenship and servitude to their fellow constituency.

Tags:

Pvoc, Restorative practices

Area(s) of focus:

5

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Refresh and provide professional development for all staff members in implementing CHAMPS and FOUNDATIONS.

Counselor

select

(Blank)

Behind

Social emotional

Create culture and climate committee to focus on social emotional school issues.

Administration

select

(Blank)

Behind

Social emotional learning

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Implement school wide interventions to meet the needs of the students using the EOY data. Tags: Instructional materials, Interventions</p>	Principal	Jul 1, 2016	Jun 29, 2018	Not started
<p>✚ Purchase text books for students in all subject areas. Tags: Instructional materials, Instructional materials</p>	Administration	Jul 1, 2016	Sep 30, 2016	Not started
<p>✚ Horizontal and vertical planning aligned to the Network 11 pacing guide. Tags: Instructional materials, Planning</p>	ILT	Jul 1, 2016	Sep 30, 2016	Not started
<p>✚ Conduct a survey to determine teacher professional development needs and have conversations to create a plan with the teachers. Tags: Professional Learning, Professional development</p>	ILT	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ Review Common Core Standards with staff monthly for Reading and Mathematics. Tags: Professional Learning, Math, Literacy</p>	Principal	Jul 1, 2016	Jul 7, 2017	Not started
<p>✚ Implement a differentiated professional development model. Tags: Professional Learning, Professional development</p>	Principal	Jul 1, 2016	Jun 15, 2017	Not started
<p>✚ Identify professional development needs by using classroom observations and school wide data. Tags: Professional Learning, Powerful practice</p>	Principal	May 31, 2017	May 31, 2017	Not started
<p>✚ Instructional Leadership Team meets regularly to analyze and discuss assessment data. Tags: Rigorous tasks, Instructional leadership team</p>	ILT	Jul 1, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Engage students in 6 week assessments and small group instruction using Compass Learning & NWEA Data Tags: Rigorous tasks, Assessment</p>	Assistant Principal	Jul 1, 2016	Jun 19, 2017	Not started
<p>✚ ILT will assist teachers in creating school-wide data wall in each classroom to engage teachers in discussions around data to inform more complexity with tasks and ensuring a higher culture of learning. Tags: Rigorous tasks</p>	ILT & Teachers	Jul 1, 2016	Jun 19, 2017	Not started
<p>✚ 7th & 8th grade students will visit high school fair and various high schools throughout Tags: College Access and Persistence, High school readiness</p>	Counselor & Administration	Sep 6, 2016	May 31, 2017	Not started
<p>✚ Build strong partnerships with various universities to ensure a culture of ongoing learning and a legacy of academic commitment Tags: College Access and Persistence, College and career</p>	Administration & Teachers	Jul 1, 2016	Jun 19, 2017	Not started
<p>✚ Refresh and provide professional development for all staff members in implementing CHAMPS and FOUNDATIONS. Tags: Pvoc, Restorative practices, Social emotional</p>	Counselor			Behind
<p>✚ Create culture and climate committee to focus on social emotional school issues. Tags: Pvoc, Restorative practices, Social emotional learning</p>	Administration			Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The school will conduct monthly meetings to review and revise the parental involvement plan and policy as needed. Then, there will be quarterly checks via PAC meetings to ensure there is consistent follow through on completing targeted tasks.

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

The annual meeting to inform parents of the school's participation in Title I programs was held on September 16, 2016 and the PAC Organizational meeting was held on September 22, 2016. Parental involvement meetings will be conducted monthly and will be announced using fliers, the school newsletter, and the automated calling system. The school's parent coordinator will conduct informational meetings, parent workshops, and assist the PAC chairperson with coordination of PAC meetings.

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

Information will be provided to parents about O'Toole's Title I program in the school's monthly newsletter, parent fliers, monthly PAC meetings, and at all scheduled principal meetings.

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.

Schedules for regular meetings, including the School Parent Advisory Council meetings will be coordinated in conjunction with PAC chairperson, LSC chairperson, and the Principal.

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

Parents will receive state and district assessment reports at the Fall [November 9, 2016] and Spring [April 19, 2017] district-wide report card pick-up days.

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

Parents will be mailed letters to inform them if their child's teacher is not "highly qualified".

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

Parents will be provided access to the district's Parent Portal where they will be able to access academic data on their child. The school will also conduct an annual meeting to review and provide parents guidance on the state's student academic achievement standards and the state and local academic assessment standards.

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.

The school will conduct monthly meetings to review and revise as needed the parent involvement plan and policy. The school will also provide monthly parent workshops to provide information on parental supports, literacy, technology, and other workshops recommended by the PAC.

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

The school's social services outreach coordinator will disseminate information to teachers through principal staff meetings and district professional development days

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.

In collaborating with the school's primary lead literacy teacher the Pre-K teachers will coordinate activities to encourage and support parents in more fully participating in their children's education.

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

Information will be distributed using easy to read and understand materials and language. During meetings resources will be made available to parents that may have a disability or speak a language other than English.

Policy Implementation Activities

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

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

N/A

Parent Compact

Complete

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

The mission of O'Toole Elementary is to advance knowledge and educate students in core subject areas, technology, and other areas of scholarship that will assist in their quest for college readiness and career success. Every student will receive an educational experience that combines rigorous academic study and the excitement of discovery, with the support and intellectual stimulation of a diverse teaching and learning atmosphere that will lead all children to meeting Common Core Standards.

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.

During parent-teacher conferences parents, will have an opportunity to review student work and discuss the strengths and challenges their child(ren) may be experiencing academically. Scheduled dates: November 9, 2016 and April 19, 2017.

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 receive state, district, and local school reports on the proficiency of their child(ren) Distribution of Reports: 1. SQRP Rating for FY2016, ON TRACK/OFF TRACK Reports for every 5th week, Network B.A.G.S. Reports created every 5 weeks, N.W.E.A. MAP Reports - SPRING 2016. FALL AMPLIFY Data - November 2016. Common Core/PARCC data via CIM portal - August 2016. Parents will have access to student reports through the district's Parent Portal.

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

Parents will be provided access to teachers before and during school. Parents needing to conference with parents during school will schedule meetings through the main office in order to provide sufficient classroom coverage. Parents needing to conference with parents after school will schedule meetings with teacher.

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.

The school's parent coordinator will schedule and coordinate opportunities for parents to volunteer and participate in their children's classes.

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

Parents will support their children's learning by participating in PAC and LSC meetings. Parents will also monitor student academic progress through the use of the district's Parent Portal. Parents will participate in workshops offered by the school and attend parent conferences.

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

Through participation in the PAC, LSC, and attending the schools monthly parent meetings and workshops parents will be able to participate in decisions relating to the education of their children.

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 commit to improving attendance and actively participating in the school behavior/incentive program via, MTSS, I-Grow, and/or CHAMPS.

Parent Budget

Complete

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

Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures school is financially secure in the long-term. Principal consistently aligns the budget to C.I.W.P. priorities on a monthly basis. Discretionary funds support student/staff needs. Principal routinely conducts a staffing and service delivery audit quarterly to ensure appropriate use of district financial resources (e.g., paraprofessionals).

Evidence can include articles, books, surveys, agendas and other materials that support principal learning and socially just practices. Principal ensures that the budget is developed through a transparent and collaborative process. Principal submits accurate budget reports (IAMs) in a timely fashion. Master schedule allows for grade level/departmental collaboration at least three times per month.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 3049 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 0 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 372 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00

53306

Software

Must be educational and for parent use only.

\$	0	.00
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55005

Furniture and Equipment

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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