Francis W Parker Elementary Community Academy (/school-plans/341) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic

Date	Attendees	Topic
01/19/2016	R. Brown, E. Allen, A. Addison, White, Frison, K. Clark, L. Clark, Walker, Collins, T Fraizier	Rating The School Effectiveness Framework
02/22/2016	E. Allen, A. Addison, K. Clark, L. Clark, Frison, White, Collins, Needham, Walker, Frazier	Parent Suggestion - Compact
03/03/2016	ILT team, McCauley, Thomas, Lane, Hughey, Holbrook, Bishop, Garner, Tiller, Stevenson, Robinson, Ambrose, Brown, R. , Brown, A	School Effectiveness Framework
03/21/2016	Waters, R. Brown, A. Brown, Holbrook, Baker, , Hawkins, McDonald, Ambrose, Hughey, Thomas	School Effectiveness Framework
03/21/2016	Addison, Allen, Clark, Collins, Needham, Walker, Clark, Frazier,	Parent Compact form
03/29/2016	McCauley, Thomas, Lane, Hughey, Holbrook, Bishop, Garner, Tiller, Stevenson, Robinson, Proctor, Ambrose, Spence, Brown R. Brown, A.	Milestones and Specific Action Items
03/30/2016	Tiller, Thompson, Garner, Stover, Finley, Glover, Stevenson, Robinson, Hughey, Holbrook, Thomas, Sharonda, Brown, R. , Brown, A. Frison, Hughey	Milestones and Specific Action items

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

- Principal worked with the stakeholders in developing an understanding of the school vision
- Principal provides both formal and informal opportunities to communicate the vision of the school and articulate the alignment to the parents on a regular basis . (Monthly Parent Clutch, Weekly Thursday Parent Meeting, CPC Meeting, Parent Advisory Council Meeting)
- As the school maintains and develops new partnerships, the principal ensures that these align with the mission and vision of the school. (Partnerships: Chicago Department of Public Health; Math for All; University of Minnesota (I3 Grant), Erickson Insitute; Ounce of Prevention; Youth Guidance, Working on Womanhood; Becoming a Man)
- Principal ensure that the vision, mission and established milestones drive decisions of the school
- Principal empowers others (parents, teachers and stakeholders) to influence decisions in alignment with the vision and mission of the school. (Parent voice through PAC)
- Principal use CPS Framework for Teaching and CLASS (Classroom Assessment Scoring Systems) to guide instructional coaching and guidance.
- Principal utilizes research based professional development resources to provide teachers with specific supports aligned with their specific needs.
- Principal uses system to communicate and provide teachers with specific feedback from class visits and grade checks. (google forms)
- Promotes collaborative problem solving and open communication focussed on improving while nurturing the leadership capacity of others so that supports are authentic and meaningful (aligned with needs of students)
- Though principal promotes use of multiple sources of data to assess student performance, improvements are necessary as it pertains to the response/supports based on the information in a proactive systematic way throughout the school.
- Measure from the 5 Essential Survey for 2016 - Program Coherence moved from neutral to strong and has trended upward over time. 2013 score was 38 which is weak and has moved to 60 which is strong.
Measure from 5 Essential Survey for 2016 - Instructional Leader is at "Strong"
- Measure from the 5 Essential Survey for 2016 - Collaborative Teacher performance is neutral. The four indicators are:
- School Commitment (Neutral - 59) - increased from 36 in 2015 to 45 in 2016
- Teacher Trust (Neutral) - increased from 50 in 2015 to 57 in 2016
- Quality of Professional Development (Strong) increased from 69 in 2015 to 73 in 2016
- Collective Responsibility (Strong) increased from 47 in 2015 to 62 in 2016
-Measure from the 5 Essential Survey for Effective Leadership increased by 2 points
- Program Coherence Strong - from 58 to 60
- Teacher Principal Trust Neutral - from 36 to 41
- Teacher Influence Weak - from 36 to 37 (rating is similar to other schools and 2-3 points lower than CPS in general)
- Instructional Leadership - Strong
5 Essential Survey results indicates that 97% report that the principal communicates a clear vision
Results from the 5 Essential Survey indicates that 94% agree or strongly agree that the professional development has been connected to the school's improvement plan

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

- ILT teams meet regularly as scheduled with agenda and specified protocols
- ILT meeting consist of an agenda, specific team member roles for each meeting and action items. Action items are reviewed at each meeting and progress is discussed.
- ILT consist of specific instructional members who provide additional feedback to grade level teams during grade level meetings.
-ILT team reviews and discusses data to support conversation regarding grades, attendance and student behavior as evidenced through the meeting agendas and meeting resources.
- Team members provide feedback and suggestions for improvement. Team monitors progress of suggestions and make revision accordingly.
- Team discusses data collected from various modes that include and are not limited to (leadership observation walks, information from the essential survey, surveys generated at school level by parents) Team needs to increase the analysis of student work samples and instructional task.
- Team discusses school wide pacing aligned with the rhythms of Network 11 and use of common core standards to drive instruction
- 5 Essential Survey Performance for collaborative teachers is Neutral with strong indicators for collaborative practices, collective responsiblity and Quality Professional Development. The indicator scores for school commitmnt and teacher-teacher trust were neutral.
- 5 Essential Survey Performance for Instructional Leadership - Strong
90 % report that Principal knows what's going on in my classroom
92% report that principal provides me with useful feedback to improve my teaching
86% indicates that the principal provides me with the support I need to improve my teaching
97% report that the principal presses teachers to implement what they have learned in Professional Development
97% report that the principal communicates a clear vision for the school
97% indicated that the principal makes clear to the staff the leadership expectations for meeting instructional goals.

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

Professional Learning:

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

Score

1 2 **3** 4

- Each grade level has a common preparation period every day during the week.
- Grade level teams have a grade level binder that contains consistent information for each grade
- Administration provides teams with the common planning rhythm for the meeting discussions
- Teams utilize agendas to guide conversations and topics
- Teacher lead in the professional development process (general education and diverse learner teachers)
- Several Lead teachers exist and have received training from both the district and external partners. Information from the modules is provided to teachers.
- Teacher participates in a school wide professional read and use information to guide their professional practices. Teacher engage in professional conversation regarding the professional articles.
- Based upon identified problems, teacher teams have taken the initiative to engage in additional professional inquiry to improve
- School has a teacher professional library
- Teachers have participated in peer observations, class visits and cross grade level collaboration to improve professional practices.
- Teachers and administrations have engaged class support personnel in professional learning activities to help guide practices.
- School utilizes after school time and district time to engage teachers in professional development opportunities.
- Teacher had created individual professional learning plans and have used it as a guide to participate in the various professional learning opportunities.
- Staff collaborates with one another on a regular basis regarding curriculum, student support and instructional practices
- Staff are provided support based upon their identified needs. (Supports are based on request and identified needs)
- Principal and administration conduct non-Reach class visits and provide teachers with feedback, resources and progress monitoring to support growth.
- Teacher generate personal professional learning plans and use those to guide additional participation in professional development opportunities.
- 5 Essential Survey Results for Collective Responsibility is Strong and increased from 47 to 62
- 5 Essential Survey 84% report that they feel responsible to help each other do their best.
- 5 Essential Survey 87% report that they take responsibility for improving the school
- 5 Essential Survey Program Coherence is Strong
- 5 Essential Survey - 97% of the teacher agree or strongly agree that the principal presses teachers to implement what they have learned in Professional Development; 92% report that the principal provides me with useful feedback to improve my teaching
- 5 Essential Survey - 75% indicated that they have worked on instructional strategies with other teachers
- 5 Essential Survey - 87% take responsibility for improving the school
- 5 Essential Survey - Quality of Professional Development is rigorous and focussed on student learning - indicator is strong with growth from 69 to 73 overtime.
- 94% report that the agree or strongly agree that professional development has been closely connected to the school' improvement plan.

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

Aligned Resources:

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

Score

1   2   **3**   4

- School allocates funds in the budget aligned to the school priorities.
- School schedules and supports are aligned with the school priorities.
- School ensures that diverse learners schedules are properly aligned with service providers
- Funds are allocated to support purchase of material aligned with the tiered needs of the students (STLS Programming, technology, small class support)
- School aligns budget to the CIWP priorities and communicated milestones
- School seeks and has been a recipient of grant funding and partnerships
Creative Arts Grant - in school programming to support a 10 week art program
SS Grin - Social Emotional Support
Illinois State Board of Education CCLC - Century 21 Grant - Community School Support and afterschool programming (5 years)
Chicago Dating Matters Initiative - Social Emotional Support
I3 Funding - Early Childhood Expansion Project - Pre-School Programming - 2nd
(AKA, Dear Santa, America Airline) - additional supports for students
Greater Food Depository - Healthy Kid Market (weekly distribution)
Learn Well - Fresh Fruit and Vegetable program (fresh fruit and vegetable distribution twice per week)
World Vision - (Student and Teacher school supplies)
Parker Alumni Association (Donations)
Anonymous Yearly Donor-- Teacher supports and student supports
- School has used supplemental funding to support priority group (tutor support, class size, support personnel, additional programing)
- The purchase procedure needs improvement to reduce lapse of placing orders in the oracle system.
- School utilizes market place for order.
- The school has a hiring team that works collaboratively during the process however, evidence exist that there has been a selection gap.
- Students have access to high quality teachers
- The school utilizes the related service providers at a school wide level with more need for support at the class level.
- School makes outreach effort and has maintain partnerships that support the students and school

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

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

Score

1   2   **3**   4

> - School adheres to the CPS content framework for literacy, math, science and social studies.
> - Grade levels maintains collaborative educations experiences with externals partners to help enhance the learning experience.
> - Educational partnerships are maintained with city institutes (zoo, museums), college (University of Chicago & Erikson Institute) and community based organizations (BAM, WOW, Youth Guidance, Beloved Services) to enhance the learning experience and provide real life application for students based on in school experiences.
> - All learners are provided an opportunity to demonstrate the fundamental skills
> - Instruction in the class provides extended learning opportunities based on student tiered needs.
> - Units of study are implemented and developed with vertically and horizontally teams (aligned with the established pacing)
> - The school has more need of integrating more intentional social emotional learning.
> - Teacher at multiple grade levels reach outside of the classroom to provide students with real life applications through external partnerships (Open Book, Art Institute, Lincoln Park Zoo, Farms, and several other partnerships). Teachers should increase the number of learning experiences connect to and outside of the class)

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1   2   **3**   4

- Curricular plans are aligned with the expectation of the standards (school wide use of common core book marks)
- School maintains consistent use of the Network 11 Scope and Sequence Pacing Guidelines for Literacy and Math
- School implements the CPS Adopted Math Series from Kindergarten through 8th Grade
- Pre-School uses Creative Curriculum for the Pre-School students
- School uses the Scholastic Series and Story work to support literacy instruction
- Material is presented through multiple modalities (manipulative, technology, educational games, and other media sources)
- Material are current and integrate learning experiences that adapt according to the needs of the students.
- Supplemental materials exist to support the multiple levels of students and consist of pre-assessments to guide a learning path
- School ensures that teachers and students have access to high quality, standard based instructional material and resources
-Teacher have high quality, standard-aligned instructional materials ad resources
- Reference and materials are available for circulation throughout the building
- School has leveled reading series to support an array of fiction and non fiction literacy at all reading levels.
- School maintains resources and materal needed to implement hands on science activities
- Math manipulatives are available to support the adopted Math series.
- Classrooms are equipped with library sets, etc
- School has various resources to provide access to alternative pathways
- School has Literacy and Math Games and technology supports (RAZ Kids, Compass Learning, Reflex Math, etc) to provide additional access points to learning.
- Teacher models use of the materials with SMART boards, document projectors and other media.
- Teacher uses cd players and other
- The material provides opportunities for connections to real life through instructional delivery.
- Consumables are general printed supplies aligned with a specific content area; school should increase use and integration of non-print support to promote active learning.
- 5 Essential Survey Results for Ambitious Instruction indicates Strong
- 5 Essential Survey Results for Math indicates Strong

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career

Score

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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)

- The school provides students and families with resources to support their learning.
- Teachers provide students with guidelines and exposure to content at the next grade level.
- Teacher make parents aware of academic opportunities and supports for their students however, parent responsiveness to the information is limited.
- Some teacher have invested in additional methods of communication to assist with maintenance of assignments, task, resources and other information that would help the child.
- Students are provided access to 8th grade Algebra however student are not receiving advanced support for literacy.
- Through the support of external partners, students school wide have engaged in conversation regarding college and employment opportunities
- Some teacher provide students with consistent information regarding careers, college and beyond.
- School must increase student exposure to a range of college paths and educational opportunities
- School conducts High School Fair each year for 8th grade students
- School partner (BAM and WOW) provide college tour for 7th and 8th graders.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

- Teachers communicate objective to students.
- Through planning, it is evident that some teacher anticipate student misconceptions
- Teachers require use of academic language and most use the common core bookmarks to ensure language and appropriate skills are aligned and communicated.
- Student are encouraged to use the appropriate language.
- Teacher consistently require students to cite textual evidence as they respond to questions or engage in conversations regarding the text.
- Teachers (some) use specific strategies to ensure equity of voice throughout the learning process.
- A variety of questions during discussions however the level of cognitively challenging questions should increase.
- Teacher generally lead the conversations and should formulate strategies to increase student formulation of questions and peer to peer dialogue.
- Learning is scaffolded and teacher engage students in targeted support groups
- Instruction is adjusted or modified when teacher notice students struggle
- 40% of the lesson plans reflect modifications and integration of small groups support
- Teachers require students to cite textual evidence
- Teachers use various graphic organizers to elicit student thinking
- Strategies evident in specific grade levels (4-7) where students engage in more questioning of each other.
- Evidence of use of question stems and accountability stems by students to promote question types aligned to the standard. (50% of the classroom)
- Evidence of vocabulary development as evidence by use of tiered word walls in pre-k through 2nd grade class
- Evidence in lesson plans and classroom on vocabulary instruction embedded in structure of all content areas.
- 1/3 of classes
- Anchor Charts and other instructional supports are visible in the classroom aligned with teacher instruction
- Implementation of various engagement strategies are viewed within grade level bands, however, consistency is not evident throughout the building.
- Teacher incorporate a variety of instructional strategies to support student learning modalities.
- Assessments are used but should increase with a decrease in the amount of time for feedback.
- Progress monitoring exist through the school but should increase and align with how students are rotated or supported in small groups.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.

- Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
  - **Engage students in learning.**
    - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
    - Provide targeted supports to individual students or groups of students based on their identified needs.
    - Provide instruction designed to develop language domains for English learners.
  - **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 **2** 3 4

- Teachers collaborate with related service provider and counselor to provide immediate support for students.
- Counselor, teacher and team identified specific students to provide supports for students.
- Professional Learning Plans are developed for students in a collaborative manner.
- A progress monitoring tool exist to communicate how students are supported but it must be used with fidelity
- Behavior Attendance Grade reports are generated and used by teacher to conference with student (and parents). Plans are developed and used by some teachers to guide specific step of supporting students.
- Teacher communicate with parents on interventions that will be provided.
- School began additional support mid-year through the use of tutoring and the external partner.
- School implemented during school
- Specific groups of students receive supports from external partners (BAM, WOW, Grin) to improve behavior
- Midwest Expansion project allocated additional support in the budget for a class aid for second grade students and pre-school classes.
- Teachers developed data binders and use information to plan and support students.
- ILT reviewed students who were off-track with grades, attendance and behavior. Team worked with teacher around increasing monitoring and providing specific support for those students.
- Though system exist in the school, more intentional effort with progress monitoring is needed.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

- School uses multiple measure to assess student learning.
- Teachers create and use assessments that align with curriculum and standard assessment format
- Teachers use assessments align with the pacing of district
- Grade level teams work together on development of assessment.
- Though grade level work to develop and discuss assessments to be used, participation in discussions about the student work and misconception needs to increase.
- Grading system exist and is communication to all students and their parents.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

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

Score

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fundamental cause of student achievement, and are invested in student outcomes.

> - Across the board there are high expectations for students.
> - Teachers promote student ownership in the learning progress.
> - Learning task and objectives are aligned in the class
> - Students have multiple opportunities to work collaboratively with each other on various learning task

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

> - Adults in the building serve as mentors
> - Certain groups of students, including 8th graders have check in check out mentors.
> - Teacher and staff provide students with support in an effort to deter unwanted behavior
> - Students are provided multiple opportunities beyond the classroom to build relationships (sports teams, community school programming and in-class group task)
> - Some opportunities have been created to allow older students to work with younger students.

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

- All students have access to extra curricular activities
- School has community school partner who provides after school opportunities.
- School has maintained various sports teams for students (track, volley ball, football, basketball, softball)
- Students have a voice and can respectfully question
- Students are encouraged to use accountability stems as training around the speaking and listening process
- School had a Beta Club and student council
- Students have been afforded opportunities to engage in activities that benefit the community
- Upper grade students support with the distribution of food during the Healthy Kid Market
- Students have participated in understanding their role in the community and have learned how to make positive contributions.

Guide for Student Voice, Engagement, & Civic Life

Students…

- ○ **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - ▪ Student needs, interest, and input are solicited for student programming.
  - ▪ Impact and quality of extracurricular and enrichment activities are measured regularly.
- ○ **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - ▪ Student needs, interest, and input are solicited for student programming.
- ○ **Have a choice.**
  - ▪ Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - ▪ Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- ○ **Have a voice and take informed action.**

- Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
  - **Connect to decision-makers.**
    - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
    - Students learn about issues and candidates, prepare voter education materials and get involved.
    - All eligible students are asked to register to vote.
  - **Make positive contributions to the school and community.**
    - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
    - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
    - Incorporate writing for audience beyond the teacher (presentation based learning).
  - **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
  - **Consider how people in a democratic society effect change.**
  - **Consider their roles and responsibilities as a member of the community.**
  - **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 **3** 4

- School security ensure safety on the campus in the main building, on the groups and in the Child Parent Center.
- As a co-share location, security team has been exceptionally vigilant and avert negative situations on campus.
- Routines are established in the classrooms
- School uses structures from CHAMPS but could increase

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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.

- School uses restorative practices.
- Discipline team uses the peer process
- Parker PRIDE and other routines are established.
- Rituals and Routines are established in the class settings
- Parents are provided communication on the process implemented by the school as it pertains to the restorative practices of the school
- Students.nbhjfgh

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1   2   **3**   4

- Parents are provided workshops assist with support of their children.
- School creates a handbook to communicate main policies to parents
- School provides a location for parent support.

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

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

School Excellence Framework Priorities

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

3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘

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				
We are using a different curriculum from last year and we have provided more reading supports for our 3rd through 5th grades.	55.00	20.00	45.00	65.00
National School Growth Percentile - Math				
Last year we improved the growth percentile by 24 points. This year we expect to improve from 55 to 70 percentile.	21.00	55.00	70.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms				
The data is missing for 2015 - 2016; we expect that 60 percent of our students will meet or exceed growth level norms.	55.90	*(Blank)*	60.00	75.00
African-American Growth Percentile - Reading				
We are using a different curriculum from last year and we have provided more reading supports for our 3rd through 5th grades. In addition, students have received tiered supporting through the use of small group instruction and use of additional technology.	52.00	18.00	55.00	65.00
Hispanic Growth Percentile - Reading				
Not applicable - non measurable population	*(Blank)*	*(Blank)*	0.00	0.00
English Learner Growth Percentile - Reading				
Not applicable - non measurable population	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner Growth Percentile - Reading				
General education teachers have increased implementation of strategies and monitoring tools used to support diverse learners.	2.00	1.00	4.00	8.00
African-American Growth Percentile - Math				
Last year we improved the growth percentile by 24 points. This year we expect to improve from 53 to 65 percentile.	21.00	53.00	65.00	75.00
Hispanic Growth Percentile - Math				
Not applicable - non measurable population	*(Blank)*	*(Blank)*	0.00	0.00
English Learner Growth Percentile - Math				
Not applicable - non measurable population	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner Growth Percentile - Math				

General education teachers have increased awareness for supporting diverse learners in general educational setting and have increased use of progress monitoring tools and use of strategies to help students improve.	5.00	6.00	15.00	25.00

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

More students have been exposed to advanced level curriculum this year, so we expect the grade level attainment data points to make drastic improvements.	4.00	8.00	15.00	25.00

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

More students have been exposed to advanced level curriculum this year, so we expect the grade level attainment data points to make drastic improvements.	1.00	7.00	15.00	25.00

National School Attainment Percentile - Reading (Grade 2)

We expect that our small group supports and literacy interventions with Burst will give a boost in the percent of student who attain test scores.	15.00	9.00	25.00	40.00

National School Attainment Percentile - Math (Grade 2)

Our teachers provide students with small group NWEA instructions and are given professional developments that include strategies to move students aggressively from the 10 percentile to 50. In addition, the partnership with Midwest Expansion project afforded the use of a class aid in the 2nd grade classrooms for a portion of the day.	27.00	10.00	50.00	65.00

% of Students Making Sufficient Annual Progress on ACCESS

Not applicable - non measurable population	*(Blank)*	*(Blank)*	0.00	0.00

Average Daily Attendance Rate

Currently our ADA is 94.8, we believe that after May 2016 we can improve over .2 percentage points; thus having over 95 percent for the year. The increased efforts and monitoring of student attendance by the team and class room teacher along with increased incentives and strategic support for individual students will contribute to this growth.	95.70	93.80	95.00	96.00

My Voice, My School 5 Essentials Survey

My Voice, My School 5 Essential Survey is at an "Organized Rating". The Neutral rating in "supportive environment" , "collaborative teacher" , "effective leadership" and "involved families". This should improve as intentional activities occur within the component areas. (lower rating have been used to guide school practices)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   1 of 1 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
On Track Rate - Week 20; Week 40				
More intentional supports have been provided to students in an effort to improve grades, attendance and behavior. As teachers continue to implement effective grading practices and in-class behavior strategies, the instructional rate should increase.	49.48	53.43	58.00	65.00

Strategies

Strategy 1

If we do...   ...then we see...   ...which leads to...

promote positive attendance through a school-wide systematic process that includes proactive, interventive and recovery supports for all pre-k through 8th grade students

a decrease in chronic absence from 12% to 5%, decrease in chronic truancy (at high risk) from 16% to 8%; and an increase in attendance rate for kindergarten and first grade (and school wide)

an increase in the percent of students who attend school daily from the 94% rate to 96% by the end of the 2016-2017 school year.

Tags:
Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Hold quarterly meeting to provide all 3rd, 6th and 8th graders and parents with a detailed list of the graduation requirements to communicate attendance, assessment and grade expectations.	Asst Principal	Sep 1, 2016 to May 1, 2017	Planned meetings	On-Track
Invest in personnel to support with routine home visits to chronically absent students and engage in "recovery" activities to get the student on track. Additionally, attendance clerk to be retained to oversee school wide attendance initiative and supports needed to oversee and monitor effort	Asst Principal	Sep 6, 2016 to Jun 23, 2017	Keep log of attendance contacts with parents: home visits and phone calls	On-Track
School will conduct weekly attendance meetings to assess progress of targeted student to review the success of the implemented strategies and make adjustments as necessary.	Asst Principal Attendance Team	Jul 4, 2016 to Aug 31, 2016	Meeting agendas	Behind
Create a calendar to identify potential low attendance days. Develop a plan that contains corresponding activities to support maintenance of an improved attendance rate for the school on those days Include funds to support incentives and/or activities to address the events for those days.	Asst Principal Attendance Team	Jul 1, 2016 to Aug 4, 2016	Create and coordinate special events for students during poor attendance days according to the past year trends.	Completed
Attendance team will work with the parent organizations of the school to provide parents with information on attendance expectations. (Attendance will be an anchor topic for all Parent meetings)	Asst Principal Attendance Team	Oct 3, 2016 to Jun 2, 2017	Meeting agendas and meeting notes with parent signatures.	On-Track

Attendance team, community parent engagement partner and counselor will use student attendance data to identify and communicate with parents regarding supports and resource available to support improved student attendance. Funds will be allocated to support purchase of resources needed for students and families) Activities will be created to provide Tiered supports for students and their families.	Counselor Attendance Team	Jul 1, 2016 to Aug 5, 2016	Documented assistance via receipts of items or services.	Behind
Teachers and grade level teams will develop and monitor attendance action plan that they will create for their class and grade level band. Teams will ensure that activities are aligned with the identified root causes by grade level, class and student. Teams will review components of the plan on a weekly basis.	Teachers	Sep 5, 2016 to Jun 30, 2017	Weekly agendas items for grade level meetings.	On-Track
School will allocate funds and seek out partnerships to support the purchase of resources or donations in kind that are needed to promote improved attendance . (student recognition, awards, prizes, incentives,)	Principal Assistant Principal Attendance team	Jun 1, 2016 to Aug 12, 2016	Attendance celebrations on school calendar	Completed
Attendance communication logs and use of attendance recording systems will be monitored by the principal in alignment with parental home contact.	Principal Asst Principal	Sep 6, 2016 to Jun 30, 2017	Google form or related document.	On-Track
Identify students from 2015-16 school year with attendance under 93%. Develop individual plans for those students and their parents at before the school year begins. Fund tutoring and allocate resources needed to support their attendance plan. Ensure that funds are allocated to support STLS.	Principal Attendance Team	Jun 30, 2016 to Jun 30, 2017	Check individual action plans for select students that have 2015 - 2016 SY attendance under 93%.	Behind
In addition to maintaining current partnership with Youth Guidance , the school should increase the number of partnerships that have the capacity to support after school programming for primary aged students to assist with the extension of the day.	Principal	Jun 30, 2016 to Jun 30, 2017	The number of partnerships that were created have increased.	On-Track

Action step	Responsible	Timeframe	Evidence for status	Status
Conduct a meeting with ILT and Attendance committee to develop procedural manual to promote positive attendance. Plan will be developed to create strategies to promote positive attendance, clear structures for absence interventions and plans to support with attendance recovery supports.	Principal ILT Attendance Team	Jun 30, 2016 to Aug 31, 2016	Completed Manual	Postponed
Conduct Teacher team meeting to provide information on the school wide attendance guidelines in alignment with the school's procedural manual	Assistant Principal ILT Attendance Team	Aug 1, 2016 to Aug 26, 2016	Signature sheets to acknowledge teacher training	On-Track

Strategy 2

If we do...	...then we see...	...which leads to...
implement a systematic multi-tiered approach that provides support for students in literacy, writing and (the content areas) that is based on weekly data with appropriately aligned resources (for students, teacher, parents) & weekly progress monitoring tools	a 50% increase in student cognitive engagement; and student academic achievement on grades,	an increase in the on-track rate to a 75% overtime and an increase in the percent of student who demonstrate attainment and who meet or exceed their academic targets (all students in primary through 8th grade students) in literacy, an increase in students meeting and/or exceeding grade level standards in both NWEA and PARCC reading scores by 60% by the end of the 2016-2017 school year.

Tags:
Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data

Area(s) of focus:
1, 2, 3, 4, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Instructional Leadership Team meets regularly (bi-monthly at a minimum) to look at student data an discuss instructional practices	Assistant Principal	Jul 1, 2016 to Jun 30, 2017	ILT Agendas, Meeting notes, and action items.	On-Track

ILT, Instructional practices, Meetings, Student data analysis

Schedule time, space and money in the budget for Professional Development . Create professional development plan that includes tiered professional develop support for teachers that aligns with improved practices for planning instruction and assigning task(Framework - Domain 1 - Planning and Preparing).	Principal	Jul 1, 2016 to Jun 30, 2017	Meeting agendas, notes, and action items. In addition, evidence on teacher improvement via student achievement.	Completed

Professional development, Instructional planning, Rigorous instruction, Teacher support, Planning for instruction, Professional development plan, Domain 1

Schedule time and money in the budget for school to develop common assessment (formative and summative) aligned to Lesson Pacing, assessment data, CCSS and that reflects PARCC and NWEA shifts.	Principal Assistant Principal Teacher teams	Jun 1, 2016 to Jun 24, 2017	Creation of grade level and/or subject specific assessment.	Postponed

Assessment design, Common assessment, Rigorous instruction, Assessment data, Rigorous task, Parcc alignment, Nwea alignment, Lesson pacing

Allocate planning time during summer to prepare for implementation of district wide instructional pacing with a focus on using structures of Universal Design to align the curriculum, learning task, assessments and resources with needs of the various learners.	Principal Teachers	Jun 1, 2016 to Aug 13, 2016	Lesson plans, curriculum maps, and other curriculum relate items.	Postponed

Instructional material, Assessments, Instructional planning, Universal design for learning, Multi tiered support systems

Create and develop a schedule for general and special education teachers that provide collaborative time for vertical and horizontal planning. Teacher Teams/Grade Levels meetings will occur on a weekly and will align with the Network Rhythms. Common planning meetings will incorporate time to analyze and develop learning task; analyze student work to determine how to increase the attainment levels; analysis of assessments and other data points; development of instructional plans aligned to student data	Assistant Principal Principal	Jun 16, 2017 to Jun 16, 2017	Master schedule	Completed

Rigorous tasks, Assessments, Data analysis, Teacher teams, Data driven instruction, Teacher reflection

Teacher leaders for Literacy will provide professional development on CCSS based on their learning from quarterly teacher lead PD. Funds will be allocated to meet the cost associated with the meeting (resources, material, teacher compensation)	Teacher Lead Assistant Principal	Sep 5, 2016 to Jun 9, 2017	Literacy professional development agendas, meeting notes, and evidence of change in teacher instruction	On-Track

Hire a Literacy Coach or utilize a Literacy Partner (CLI, University of Minnesota, Erikson Institute, etc) to support with literacy instruction, teacher support, professional development and student interventions in all grades.	Principal	Aug 31, 2016 to Aug 31, 2016	Coaching documents from literacy coach documenting change in literacy instruction	Cancelled

Literacy/Reading, Intervention, Professional

development, Culture of learning, Teacher capacity, Coaching support, Literacy coach

Teachers will participate in and facilitate professional inquiry teams to advance learning and incorporate best instructional practices. Team will work to plan and assign task that are cognitively challenging and that reflect the key shifts in literacy. Increase resources for the teacher's professional library in connection to this action item.	Teachers ILT Team	Sep 5, 2016 to Jun 30, 2017	Grade level and subject specific teams will engage in meetings to create systems of academic success for all students.	On-Track

Instructional practices, Professional development, Rigorous tasks, Collective responsibility, Rigorous instruction, Collaborative planning

Integrate an intervention period during the day to provide Tier II and III literacy interventions for all grade levels. Student learning plans will be created. Interventions will be based upon the plans (and goals) Progress monitoring tool will be established. Small group, Guided Reading Groups and RIT band instruction will be implemented.	Asst Principal Teacher	Sep 5, 2016 to Jun 30, 2017	Evidence of intervention periods in the master schedule Evidence of plan Evidence of Progress Monitoring	On-Track

Interventions, Rigorous tasks, Progress monitoring, Guided reading, Analysis of data, progress monitoring, rit instruction, small group instruction, Assessment data

Provide intervention and tiered support for students through tutoring support, pull out, push in and small group instruction in a isolated learning environment. (Hire Tutors and support personnel for implementation of BURST and student extra dosage support)	Principal Asst Principal	Aug 1, 2016 to Jun 23, 2017	ESP and other support personnel will be scheduled to provided supports. In addition, data will be collected for all interventions provided.	On-Track
Develop a schedule and integrate computer based, Common-core aligned, personalized supplemental curricula to improve and progress monitor literacy (i.e. Compass, Now What Next, Burst).	Asst Principal	Jun 1, 2016 to Aug 1, 2016	Computer carts and computer lab schedules will be created	Completed

Scheduling, Common core, Progress monitoring, Compass, Supplemental instruction, Now what next, Burst, Amplified now what next

Provide after school/Saturday interventions geared to increase NWEA Attainment and Growth Targets for 2nd -8th grade student	Principal	Oct 3, 2016 to May 31, 2017	Creation of off school hours intervention programs: parent letters, programs, schedules, etc...	On-Track

Purchase Amplified "Now What Next" or BURST Intervention Program to support progress monitor of primary level students' movement towards benchmarks in MCLass, TRC and Dibels	Principal	Jul 1, 2016 to Aug 26, 2016	Receipt of purchased interventions and documents of progress monitoring	Completed

Intervention, Progress monitoring, Trc, Dibels, Burst, Amplified now what next, Primary students

Purchase Level Literacy Programming as an anchor support for guided reading instructional support	Principal	Jul 1, 2016 to Aug 31, 2016	Receipt of purchase and monitor of use	Completed

Intervention, Guided reading, Leveled books

Purchase class libraries to include an increased selection of non-fiction text, resource material, technology to support the delivery of literacy instruction and selection for paired text literacy task. (PARCC Readiness)	Principal	Jul 1, 2016 to Nov 4, 2016	Receipt of purchased resources	Completed

Technology, Parcc, Class library, Liiteracy support, Nonfiction text, Paired text

Integrate Guided Reading Small Groups, Heggerty , Writing , components of Balanced Literacy "Sight Word Initiative" and Network 11 Initiatives into their K-2 Literacy strategy with structured administrative monitoring and feedback regarding instructional delivery. Provide professional development to teacher who demonstrate less than proficient practices	Teachers Principal Administration	Sep 5, 2016 to Jun 30, 2017	monitoring guides documented and gradebook monitoring	On-Track

Professional development, Writing, Balanced literacy, Guided reading, Sight word initiative, Heggerty, Network 11 initiatives, Instructional delivery

Develop an incentive plan and allocate resources in the budget to support celebrate and provide student motivation around CCSS Literacy skill attainment and growth	ILT Principal	Jun 20, 2016 to Sep 30, 2016	Create systems of literacy growth	Postponed

Attainment, Incentives, Celebrations, Ccss literacy

Teachers will develop an On Track Plan with their students in reading. They will monitor student progress to determine responsiveness to the tasks and actions within the plan. Screen / diagnose / plan and monitor student response to strategy.	Teacher Principal ILT	Aug 22, 2016 to Jun 30, 2017	Creation of plans for students and groups of students	Behind

Rigorous tasks, On track, Multiple measures for screening, diagnosing, and progress monitoring, Plans, Analyze data, Growth plan

Make provisions for teachers to participate in peer-to-peer observations (within and out of the school setting) to observe high quality instructional practices that are rigorous and common core aligned	Principal	Sep 12, 2016 to Jun 30, 2017	Documented evidence of teacher reflection and improvement in instruction as a result of peer observations	Behind

Instructional practices, Observations, Peer to peer observations

The school will maintain and continue partnerships with CLI, Midwest Expansion Project, and other entities that support job embedded professional support for teachers around research based best practices for teaching and learning.	Principal	Sep 5, 2016 to Jun 16, 2017	Continued partnerships with external partners	On-Track

Professional development, Partnerships, Instructional strategies, Midwest expansoin project, Cli

Invest in Fine Arts partnership that will enhance literacy instruction aligned with the multiple intelligences and student acquisition of information	Principal	Jul 1, 2016 to Sep 1, 2016	*(Blank)*	On-Track

Data, Fine arts, Progress monitoring, Student data talks, Performance management sessions

Develop a schedule for grade level performance management sessions to review the reading Data. Conduct sessions so teachers can analyze student data and create milestones to monitor student progress.	Principal Coach Teacher	Jul 1, 2016 to Sep 1, 2016	*(Blank)*	Behind

Intervention, Multiple measures for screening, diagnosing, and progress monitoring, Rigorous task, Systematic diagnoostic

Use school-wide systematic diagnoistic screening to support students that arrive at the school after the start of school. Use information to provide student with appropriate level of support and rigorous task	Case Manager	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Not started

Teacher-student conference, Analyze data, Resource, Student to parent conferences

Invest funds for resources needed to support one on one student led data (student/parent/teacher) conferences around literacy data.	Principal	Jul 1, 2016 to Aug 31, 2016	*(Blank)*	Not started

Increase planning opportunities between the pre school and primary department to increase program cohesiveness and developmentally appropriate learning task.	Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	On-Track

Planning, Primary, Learning task, Early childhood

Conduct diverse learner performance management sessions with DL teacher to review and articulate plans to improve the data, instructional strategies and student task.	Principal Coach	Oct 3, 2016 to May 3, 2017	*(Blank)*	Behind

Diverse Learners, Instructional strategies, Performance management sessions, Student task

Strategy 3

If we do...	...then we see...	...which leads to...
implement a systematic multi-tiered approach that provides support for students in math and science that is based on data and appropriately aligned cognitive task, resource (for students, teacher, parents) & embedded progress monitoring tools	an increase in student cognitive engagement and responsiveness to instruction	an increase in the on-track rate to a 75% overtime, an increase in the percent of student who demonstrate attainment and who meet or exceed their math academic targets (all students in primary through 8th grade students)

Tags:
Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets

Area(s) of focus:
1, 2, 3, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Instructional Leadership Team meets regularly (bi-monthly at a minimum) to look at student data in Math and discuss instructional practices, learning task, assessments and student work.	ILT	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	On-Track
Purchase and use math coach or math consultant services to lead work of improving teaching and learning around ccss, planning and assessment in math. Ensure that development provided to the teachers is on-going, relevant to the specific needs of the teachers and job-embedded.	Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Cancelled
School provides after school/Saturday interventions geared to increase NWEA Math scores for 2nd through 8th grade students.	Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Postponed

Integrate an intervention period during the day to provide Tier II and III math interventions for all grades and identified students. Schools must follow the required number of minutes for 6th-8th graders per the school schedule requirements.	Principal Assistant Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	On-Track
Develop a schedule and integrate supplemental computer based learning that is Common-core aligned and personalized as a tool to improve and monitor student progress of math skills (i.e. Compass, Flex Math, Problematic)	Asst Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	On-Track
Schools develop common assessment plan (formative and summative) aligned to MARS Task, FAL and CCSS structures that strategies for using student data to inform instruction	ILT	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Postponed
Develop individualized target plans that incorporate incentives to motivate students and staff around consistent implementation of CCSS Math shifts and practices that would lead to increases in attainment and growth	Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Behind
Teacher Teams/Grade Levels meetings will occur weekly to analyze task, student work, assessment responses and instructional practices	Admin Team	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	On-Track
Schools will conduct peer-to-peer observations to observe the following: 1. All students are participating in student-to-student discussion around mathematical concepts on a daily basis. 2. All students are supported in developing "growth mindsets" to encourage perseverance in math.	Admin Team	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Behind
Schedules will be created which vary instructional programming to ensure students are supported before, during and after school based on their specified needs (i.e. Algebra Club)	Principal Asst Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	On-Track

Schedule time for general education and diverse learner instructors for collaborative planning for diversed learners.	Case Manager	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	On-Track
Ensure that interventions are planned that include small group instruction, push-in support provided by specialist, one on one support and additional supports outside of the classroom.	Coach	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	On-Track
Develop space for Math Exploration Lab to support small group or whole class math instruction.	Asst Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	On-Track
Teachers will develop an On Track Plan for their class for students in math. They will monitor student progress in alignment with the information communicated in the individual plans.	Teacher	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Behind
Teacher leaders for Math will provide professional development on CCSS based on their learning from quarterly teacher lead PD. Funds will be allocated to meet the cost associated with the meeting (food, resources, material, teacher compensation)	Principal Asst Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Behind
Develop a schedule for grade level performance management sessions to review the Math Data. Have teachers participate in the data review sessions.	Principal Assts Principal Teacher	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Postponed
Invest funds for resources needed to support one on one student led data (student/parent/teacher) conferences around math data.	Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Postponed
Schedule time, space and money in the budget for Professional Development calendar to be implemented around science	Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Cancelled

Develop an incentive plan to motivate students and staff around Science skill attainment and growth especially in the tested grades	Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Cancelled
Develop partnership with science-focussed organizations to support student inquiry, community service while building awareness of cross concepts for the NGSS science standards and the Science Content Framework.	Teacher	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Completed
Invest funds to support proper equipping of the science lab and corresponding support materials which will include utilization of engaging online Science websites aligned to NGS standards and task.	Principal	Jul 4, 2016 to Jun 30, 2017	*(Blank)*	Behind
Use and integrate technology, hands on activities and science lab experiences into plans and lessons to build student awareness of cross cut skills for NGSS with additional access around the Science content within the Science Content Framework.	Teacher	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Behind
Schedule time for grade level unit plans, lesson pacing and development of common assessments within the science content area using the Science Content Framework.	Scheduler Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Behind
Teacher leaders for Science will provide professional development on CCSS based on their learning from quarterly teacher lead PD. Funds will be allocated to meet the cost associated with the meeting (resources, material, teacher compensation)	Principal Lead Teacher	Jul 4, 2016 to Jun 30, 2017	*(Blank)*	Cancelled
Invest in after school Math and Science club for students as an enrichment and support for both advanced and challenged students.	Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	On-Track

Provide extended learning opportunities for advanced students by increasing partnerships with high schools, colleges or community partners and technologically support for external learning opportunities.	Principal	Jul 4, 2016 to Jun 30, 2017	*(Blank)*	Cancelled
Conduct diverse learner performance management sessions with DL teacher to review and articulate plans to improve the data.	Principal Coach	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Behind

Strategy 4

If we do...	...then we see...	...which leads to...
improve the culture of achievement and climate of the school through proactive and systematic approaches that are reflect academic and social/emotional multi-tiered systems of support	a 75% increase in student ownership in the learning process whether collaborative or independent and an increase in student readiness to communicate, resolve conflict and interact socially	which will improve student behavior (reducing the percent of in class misconducts to 15%), decrease % of repeat offenders to less than 5% of the infractions while reducing the failure rate resulting in optimal academic performance school wide.

Tags:
Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct

Area(s) of focus:
2, 3, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Implement an after-school and/or Saturday Programs which offers art and/or social emotional learning.	Principal	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Not started
Create a parent engagement plan. Ensure parents are understand the multi-tier system of supports used by the school Ensure structures are clearly communicated (develop brochure that outlines Parker's systems of support0	Teacher	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Not started
Develop a student council leadership team designed to be role models and key partners in various school processes.	Coach Lead Teachers	Sep 5, 2016 to Jun 30, 2017	*(Blank)*	Not started

Develop a concise Tier 1 strategy w a hierarchy of consequences, miscellaneous employee to complete home visits, trained Restorative Justice, in-school suspension & a re-entry plan for suspended students. Schools will have clear procedures in place to address the needs of students.	Principal	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
Counselor will support with transitional grade levels (2nd to 3rd) (6th -7t) and (8th to 9th) to ensure that they are on-track readiness .	Principal	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started
Schools will host a high school and college fair.Schools will host a career fair	Counselor	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
School will host a parent orientation regarding school expectations	Asst Principal Coach	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
Schools will create a mentor program specifically designed for over-aged students. This will consist of a bi-monthly check in for academic, social and emotional progress.	Counselor	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
Invest funds to acquire resources to support corrective behavior in the in-school / after school detention program. Maintain in-school suspension and/or after school detentions as an alternative to OSS. Align fund for "head of security" to facility task	Principal	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started
Schedule time, space and money in the budget for Professional Development centered on implementation of CHAMPS, PBIS and other MTSS social emotional and academic supports	Principal	Jun 20, 2016 to Aug 31, 2016	(Blank)	Not started
School will invest funds to purchase research based SEL curriculum to support explicit Tier 1 instruction	Principal	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started

Behavior Health team will develop partnerships with entities to provide concise supports aligned to a behavior plan which includes a progress monitoring tool.	Counselor	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
School will allocate funds as necessary and provide space for community school and other external partners that facilitate student and family support aligned with the Six Developmental Pathways. School and partners will help students develop the self-management, decision-making and relationship skills required to meet the academic, social and emotional demands.	Principal	Jun 20, 2016 to Aug 5, 2016	(Blank)	Not started
Funds will be allocated to prepare student and parent Agenda/handbooks to provide concise communication around the school wide expectations; procedures; and other reference resources (self reflection, progress monitoring, and the establshment of learning learning goals)	Principal	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started
ILT team will work with the behavioral team to complete an on-track plan that addresses academic, attendance and SEL needs of the students.	Principal ILT Counselor	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
School will set aside funding for student living in transitional housing to support with resources.	Principal Counselor	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started
Counselor and school guidance counselor aide will schedule time during the school day to engage students in career awareness activities through multiple strategies including technology. (PAWS). School will invest funds for resources and on-line support systems aligned with this need.	Counselor	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started

Funding will be allocated and the school will schedule additional time in the day to invest in wellness programs for the students to increase their awareness of fitness and well-being..	Principal	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
Increase family engagement and coordinated supports that are aligned with the social emotional developmental programs of the school.	Counselor	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
Provide After school / community school programming for student which will be coordinated by hired Community School Resource coordinator	Principal	Jun 20, 2016 to Sep 19, 2016	(Blank)	Not started
Hire Recess coordinators, support personnel and invest in necessary resources to ensure safe student play	Principal	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started
Hire full time PE teacher to fulfill the District requirement.	Principal	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started
Budget time and funds during the summer for scheduling of diverse need student . Appropriate funds for resources to accommodate the diverse learners and EL students (for equipment, technology, materials, etc).	Principal	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started
Invest funds to schedule time with the ILT, Behavior Health Team & Teacher teams to reassess the Multi-Tiered System of Support for academics and social / emotional learning.	Principal	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started
Appropriate funds so instructors have appropriate collaboration time to develop the long and short term education plans for the diverse learners. Teams will develop progress monitoring tool to ensure that the goal setting and delivery of instruction and assessments are in aligned with standardized expectations and individualized learning plans.	Principal	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started

District priority and action step	Responsible	Start	End	Status
Increase the level of Diverse Learner's participation in the community school programming to support social development and positive interactions with peers beyond the class setting.	Counselor	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
Appropriate funds to invest in diagnostic tools for diverse learners that will measure student growth and attainment as connected to their written IEP goals and objectives.	Principal	Jul 4, 2016 to Jun 30, 2017	(Blank)	Not started
Appropriate funds to support substitute coverage for teacher attendance during staffings that occur on "team days"	Principal	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
Teacher will participate in professional development on effective strategies for supporting diverse learners and ELL learners. Funds will be allocated to meet the cost associated with the meeting (resources, material, teacher compensation)	Principal Coach Lead Teacher	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
Conduct diverse learner performance management sessions with DL teacher to review and articulate plans to improve the data.	Principal	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
To increase student ownership and monitoring of their learning paths and goals, students will learn how to engage in conference around their academic, social and emotional goals and learning paths. Students conduct these conferences with the classroom teacher (3rd - 8th grade) ILT and Teacher teams will develop structures and guidelines for student conferences which should occur quarterly.	ILT Teacher team	Aug 15, 2016 to Jun 23, 2017	(Blank)	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status

✚ Hold quarterly meeting to provide all 3rd, 6th and 8th graders and parents with a detailed list of the graduation requirements to communicate attendance, assessment and grade expectations. Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Asst Principal	Sep 1, 2016	May 1, 2017	On-Track
✚ Invest in personnel to support with routine home visits to chronically absent students and engage in "recovery" activities to get the student on track. Additionally, attendance clerk to be retained to oversee school wide attendance initiative and supports needed to oversee and monitor effort Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Asst Principal	Sep 6, 2016	Jun 23, 2017	On-Track
✚ School will conduct weekly attendance meetings to assess progress of targeted student to review the success of the implemented strategies and make adjustments as necessary. Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Asst Principal Attendance Team	Jul 4, 2016	Aug 31, 2016	Behind
✚ Create a calendar to identify potential low attendance days. Develop a plan that contains corresponding activities to support maintenance of an improved attendance rate for the school on those days Include funds to support incentives and/or activities to address the events for those days. Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Asst Principal Attendance Team	Jul 1, 2016	Aug 4, 2016	Completed
✚ Attendance team will work with the parent organizations of the school to provide parents with information on attendance expectations. (Attendance will be an anchor topic for all Parent meetings) Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Asst Principal Attendance Team	Oct 3, 2016	Jun 2, 2017	On-Track
✚ Attendance team, community parent engagement partner and counselor will use student attendance data to identify and communicate with parents regarding supports and resource available to support improved student attendance. Funds will be allocated to support purchase of resources needed for students and families) Activities will be created to provide Tiered supports for students and their families. Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Counselor Attendance Team	Jul 1, 2016	Aug 5, 2016	Behind
✚ Teachers and grade level teams will develop and monitor attendance action plan that they will create for their class and grade level band. Teams will ensure that activities are aligned with the identified root causes by grade level, class and student. Teams will review components of the plan on a weekly basis. Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Teachers	Sep 5, 2016	Jun 30, 2017	On-Track
✚ School will allocate funds and seek out partnerships to support the purchase of resources or donations in kind that are needed to promote improved attendance . (student recognition, awards, prizes, incentives,) Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Principal Assistant Principal Attendance team	Jun 1, 2016	Aug 12, 2016	Completed
✚ Attendance communication logs and use of attendance recording systems will be monitored by the principal in alignment with parental home contact. Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Principal Asst Principal	Sep 6, 2016	Jun 30, 2017	On-Track
✚ Identify students from 2015-16 school year with attendance under 93%. Develop individual plans for those students and their parents at before the school year begins. Fund tutoring and allocate resources needed to support their attendance plan. Ensure that funds are allocated to support STLS. Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Principal Attendance Team	Jun 30, 2016	Jun 30, 2017	Behind
✚ In addition to maintaining current partnership with Youth Guidance , the school should increase the number of partnerships that have the capacity to support after school programming for primary aged students to assist with the extension of the day. Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Principal	Jun 30, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Conduct a meeting with ILT and Attendance committee to develop procedural manual to promote positive attendance. Plan will be developed to create strategies to promote positive attendance, clear structures for absence interventions and plans to support with attendance recovery supports. Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Principal ILT Attendance Team	Jun 30, 2016	Aug 31, 2016	Postponed
✚ Conduct Teacher team meeting to provide information on the school wide attendance guidelines in alignment with the school's procedural manual Tags: Attendance, Intervention, Aligned resources, Proactive supports, Chronic truancy, Chronic absences, Attendance rate	Assistant Principal ILT Attendance Team	Aug 1, 2016	Aug 26, 2016	On-Track
✚ Instructional Leadership Team meets regularly (bi-monthly at a minimum) to look at student data an discuss instructional practices Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, ILT, Instructional practices, Meetings, Student data analysis	Assistant Principal	Jul 1, 2016	Jun 30, 2017	On-Track
✚ Schedule time, space and money in the budget for Professional Development . Create professional development plan that includes tiered professional develop support for teachers that aligns with improved practices for planning instruction and assigning task(Framework - Domain 1 - Planning and Preparing). Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Professional development, Instructional planning, Rigorous instruction, Teacher support, Planning for instruction, Professional development plan, Domain 1	Principal	Jul 1, 2016	Jun 30, 2017	Completed
✚ Schedule time and money in the budget for school to develop common assessment (formative and summative) aligned to Lesson Pacing, assessment data, CCSS and that reflects PARCC and NWEA shifts. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Assessment design, Common assessment, Rigorous instruction, Assessment data, Rigorous task, Parcc alignment, Nwea alignment, Lesson pacing	Principal Assistant Principal Teacher teams	Jun 1, 2016	Jun 24, 2017	Postponed
✚ Allocate planning time during summer to prepare for implementation of district wide instructional pacing with a focus on using structures of Universal Design to align the curriculum, learning task, assessments and resources with needs of the various learners. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Instructional material, Assessments, Instructional planning, Universal design for learning, Multi tiered support systems	Principal Teachers	Jun 1, 2016	Aug 13, 2016	Postponed
✚ Create and develop a schedule for general and special education teachers that provide collaborative time for vertical and horizontal planning. Teacher Teams/Grade Levels meetings will occur on a weekly and will align with the Network Rhythms. Common planning meetings will incorporate time to analyze and develop learning task; analyze student work to determine how to increase the attainment levels; analysis of assessments and other data points; development of instructional plans aligned to student data Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Rigorous tasks, Assessments, Data analysis, Teacher teams, Data driven instruction, Teacher reflection	Assistant Principal Principal	Jun 16, 2017	Jun 16, 2017	Completed
✚ Teacher leaders for Literacy will provide professional development on CCSS based on their learning from quarterly teacher lead PD. Funds will be allocated to meet the cost associated with the meeting (resources, material, teacher compensation) Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data	Teacher Lead Assistant Principal	Sep 5, 2016	Jun 9, 2017	On-Track
✚ Hire a Literacy Coach or utilize a Literacy Partner (CLI, University of Minnesota, Erikson Institute, etc) to support with literacy instruction, teacher support, professional development and student interventions in all grades. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Literacy/Reading, Intervention, Professional development, Culture of learning, Teacher capacity, Coaching support, Literacy coach	Principal	Aug 31, 2016	Aug 31, 2016	Cancelled

District priority and action step	Responsible	Start	End	Status
✚ Teachers will participate in and facilitate professional inquiry teams to advance learning and incorporate best instructional practices. Team will work to plan and assign task that are cognitively challenging and that reflect the key shifts in literacy. Increase resources for the teacher's professional library in connection to this action item. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Instructional practices, Professional development, Rigorous tasks, Collective responsibility, Rigorous instruction, Collaborative planning	Teachers ILT Team	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Integrate an intervention period during the day to provide Tier II and III literacy interventions for all grade levels. Student learning plans will be created. Interventions will be based upon the plans (and goals) Progress monitoring tool will be established. Small group, Guided Reading Groups and RIT band instruction will be implemented. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Interventions, Rigorous tasks, Progress monitoring, Guided reading, Analysis of data, progress monitoring, rit instruction, small group instruction, Assessment data	Asst Principal Teacher	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Provide intervention and tiered support for students through tutoring support, pull out, push in and small group instruction in a isolated learning environment. (Hire Tutors and support personnel for implementation of BURST and student extra dosage support) Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data	Principal Asst Principal	Aug 1, 2016	Jun 23, 2017	On-Track
✚ Develop a schedule and integrate computer based, Common-core aligned, personalized supplemental curricula to improve and progress monitor literacy (i.e. Compass, Now What Next, Burst). Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Scheduling, Common core, Progress monitoring, Compass, Supplemental instruction, Now what next, Burst, Amplified now what next	Asst Principal	Jun 1, 2016	Aug 1, 2016	Completed
✚ Provide after school/Saturday interventions geared to increase NWEA Attainment and Growth Targets for 2nd -8th grade student Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data	Principal	Oct 3, 2016	May 31, 2017	On-Track
✚ Purchase Amplified "Now What Next" or BURST Intervention Program to support progress monitor of primary level students' movement towards benchmarks in MCLass, TRC and Dibels Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Intervention, Progress monitoring, Trc, Dibels, Burst, Amplified now what next, Primary students	Principal	Jul 1, 2016	Aug 26, 2016	Completed
✚ Purchase Level Literacy Programming as an anchor support for guided reading instructional support Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Intervention, Guided reading, Leveled books	Principal	Jul 1, 2016	Aug 31, 2016	Completed
✚ Purchase class libraries to include an increased selection of non-fiction text, resource material, technology to support the delivery of literacy instruction and selection for paired text literacy task. (PARCC Readiness) Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Technology, Parcc, Class library, Liiteracy support, Nonfiction text, Paired text	Principal	Jul 1, 2016	Nov 4, 2016	Completed
✚ Integrate Guided Reading Small Groups, Heggerty , Writing , components of Balanced Literacy "Sight Word Initiative" and Network 11 Initiatives into their K-2 Literacy strategy with structured administrative monitoring and feedback regarding instructional delivery. Provide professional development to teacher who demonstrate less than proficient practices Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Professional development, Writing, Balanced literacy, Guided reading, Sight word initiative, Heggerty, Network 11 initiatives, Instructional delivery	Teachers Principal Administration	Sep 5, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Develop an incentive plan and allocate resources in the budget to support celebrate and provide student motivation around CCSS Literacy skill attainment and growth Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Attainment, Incentives, Celebrations, Ccss literacy	ILT Principal	Jun 20, 2016	Sep 30, 2016	Postponed
✚ Teachers will develop an On Track Plan with their students in reading. They will monitor student progress to determine responsiveness to the tasks and actions within the plan. Screen / diagnose / plan and monitor student response to strategy. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Rigorous tasks, On track, Multiple measures for screening, diagnosing, and progress monitoring, Plans, Analyze data, Growth plan	Teacher Principal ILT	Aug 22, 2016	Jun 30, 2017	Behind
✚ Make provisions for teachers to participate in peer-to-peer observations (within and out of the school setting) to observe high quality instructional practices that are rigorous and common core aligned Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Instructional practices, Observations, Peer to peer observations	Principal	Sep 12, 2016	Jun 30, 2017	Behind
✚ The school will maintain and continue partnerships with CLI, Midwest Expansion Project, and other entities that support job embedded professional support for teachers around research based best practices for teaching and learning. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Professional development, Partnerships, Instructional strategies, Midwest expansoin project, Cli	Principal	Sep 5, 2016	Jun 16, 2017	On-Track
✚ Invest in Fine Arts partnership that will enhance literacy instruction aligned with the multiple intelligences and student acquisition of information Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Data, Fine arts, Progress monitoring, Student data talks, Performance management sessions	Principal	Jul 1, 2016	Sep 1, 2016	On-Track
✚ Develop a schedule for grade level performance management sessions to review the reading Data. Conduct sessions so teachers can analyze student data and create milestones to monitor student progress. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Intervention, Multiple measures for screening, diagnosing, and progress monitoring, Rigorous task, Systematic diagnoostic	Principal Coach Teacher	Jul 1, 2016	Sep 1, 2016	Behind
✚ Use school-wide systematic diagnoistic screening to support students that arrive at the school after the start of school. Use information to provide student with appropriate level of support and rigorous task Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Teacher-student conference, Analyze data, Resource, Student to parent conferences	Case Manager	Sep 5, 2016	Jun 30, 2017	Not started
✚ Invest funds for resources needed to support one on one student led data (student/parent/teacher) conferences around literacy data. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data	Principal	Jul 1, 2016	Aug 31, 2016	Not started
✚ Increase planning opportunities between the pre school and primary department to increase program cohesiveness and developmentally appropriate learning task. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Planning, Primary, Learning task, Early childhood	Principal	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Conduct diverse learner performance management sessions with DL teacher to review and articulate plans to improve the data, instructional strategies and student task. Tags: Aligned resources, Literacy, Progress monitoring, Data analysis, Attainment, Multi-tiered support systems, Writing assessment, Academic achievement, Responsiveness to instruction, Cognitive engagement, Monitoring tools, Weekly data, Diverse Learners, Instructional strategies, Performance management sessions, Student task	Principal Coach	Oct 3, 2016	May 3, 2017	Behind

District priority and action step	Responsible	Start	End	Status
✚ Instructional Leadership Team meets regularly (bi-monthly at a minimum) to look at student data in Math and discuss instructional practices, learning task, assessments and student work. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	ILT	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Purchase and use math coach or math consultant services to lead work of improving teaching and learning around ccss, planning and assessment in math. Ensure that development provided to the teachers is on-going, relevant to the specific needs of the teachers and job-embedded. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal	Sep 5, 2016	Jun 30, 2017	Cancelled
✚ School provides after school/Saturday interventions geared to increase NWEA Math scores for 2nd through 8th grade students. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal	Sep 5, 2016	Jun 30, 2017	Postponed
✚ Integrate an intervention period during the day to provide Tier II and III math interventions for all grades and identified students. Schools must follow the required number of minutes for 6th-8th graders per the school schedule requirements. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal Assistant Principal	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Develop a schedule and integrate supplemental computer based learning that is Common-core aligned and personalized as a tool to improve and monitor student progress of math skills (i.e. Compass, Flex Math, Problematic) Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Asst Principal	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Schools develop common assessment plan (formative and summative) aligned to MARS Task, FAL and CCSS structures that strategies for using student data to inform instruction Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	ILT	Sep 5, 2016	Jun 30, 2017	Postponed
✚ Develop individualized target plans that incorporate incentives to motivate students and staff around consistent implementation of CCSS Math shifts and practices that would lead to increases in attainment and growth Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal	Sep 5, 2016	Jun 30, 2017	Behind
✚ Teacher Teams/Grade Levels meetings will occur weekly to analyze task, student work, assessment responses and instructional practices Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Admin Team	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Schools will conduct peer-to-peer observations to observe the following: 1. All students are participating in student-to-student discussion around mathematical concepts on a daily basis. 2. All students are supported in developing "growth mindsets" to encourage perseverance in math. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Admin Team	Sep 5, 2016	Jun 30, 2017	Behind
✚ Schedules will be created which vary instructional programming to ensure students are supported before, during and after school based on their specified needs (i.e. Algebra Club) Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal Asst Principal	Sep 5, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Schedule time for general education and diverse learner instructors for collaborative planning for diversed learners. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Case Manager	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Ensure that interventions are planned that include small group instruction, push-in support provided by specialist, one on one support and additional supports outside of the classroom. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Coach	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Develop space for Math Exploration Lab to support small group or whole class math instruction. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Asst Principal	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Teachers will develop an On Track Plan for their class for students in math. They will monitor student progress in alignment with the information communicated in the individual plans. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Teacher	Sep 5, 2016	Jun 30, 2017	Behind
✚ Teacher leaders for Math will provide professional development on CCSS based on their learning from quarterly teacher lead PD. Funds will be allocated to meet the cost associated with the meeting (food, resources, material, teacher compensation) Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal Asst Principal	Sep 5, 2016	Jun 30, 2017	Behind
✚ Develop a schedule for grade level performance management sessions to review the Math Data. Have teachers participate in the data review sessions. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal Assts Principal Teacher	Sep 5, 2016	Jun 30, 2017	Postponed
✚ Invest funds for resources needed to support one on one student led data (student/parent/teacher) conferences around math data. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal	Sep 5, 2016	Jun 30, 2017	Postponed
✚ Schedule time, space and money in the budget for Professional Development calendar to be implemented around science Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal	Sep 5, 2016	Jun 30, 2017	Cancelled
✚ Develop an incentive plan to motivate students and staff around Science skill attainment and growth especially in the tested grades Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal	Sep 5, 2016	Jun 30, 2017	Cancelled
✚ Develop partnership with science-focussed organizations to support student inquiry, community service while building awareness of cross concepts for the NGSS science standards and the Science Content Framework. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Teacher	Sep 5, 2016	Jun 30, 2017	Completed

District priority and action step	Responsible	Start	End	Status
✚ Invest funds to support proper equipping of the science lab and corresponding support materials which will include utilization of engaging online Science websites aligned to NGS standards and task. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal	Jul 4, 2016	Jun 30, 2017	Behind
✚ Use and integrate technology, hands on activities and science lab experiences into plans and lessons to build student awareness of cross cut skills for NGSS with additional access around the Science content within the Science Content Framework. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Teacher	Sep 5, 2016	Jun 30, 2017	Behind
✚ Schedule time for grade level unit plans, lesson pacing and development of common assessments within the science content area using the Science Content Framework. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Scheduler Principal	Sep 5, 2016	Jun 30, 2017	Behind
✚ Teacher leaders for Science will provide professional development on CCSS based on their learning from quarterly teacher lead PD. Funds will be allocated to meet the cost associated with the meeting (resources, material, teacher compensation) Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal Lead Teacher	Jul 4, 2016	Jun 30, 2017	Cancelled
✚ Invest in after school Math and Science club for students as an enrichment and support for both advanced and challenged students. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal	Sep 5, 2016	Jun 30, 2017	On-Track
✚ Provide extended learning opportunities for advanced students by increasing partnerships with high schools, colleges or community partners and technologically support for external learning opportunities. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal	Jul 4, 2016	Jun 30, 2017	Cancelled
✚ Conduct diverse learner performance management sessions with DL teacher to review and articulate plans to improve the data. Tags: Aligned resources, Parental involvement, Rigorous tasks, On track, Cognitive demand, Growth, Attainment, Multiple measures for screening, diagnosing, and progress monitoring, Diagnsotic assessment, Resource alignment, Responsive to instruction, Academic targets	Principal Coach	Sep 5, 2016	Jun 30, 2017	Behind
✚ Implement an after-school and/or Saturday Programs which offers art and/or social emotional learning. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Sep 5, 2016	Jun 30, 2017	Not started
✚ Create a parent engagement plan. Ensure parents are understand the multi-tier system of supports used by the school Ensure structures are clearly communicated (develop brochure that outlines Parker's systems of support0 Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Teacher	Sep 5, 2016	Jun 30, 2017	Not started
✚ Develop a student council leadership team designed to be role models and key partners in various school processes. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Coach Lead Teachers	Sep 5, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Develop a concise Tier 1 strategy w a hierarchy of consequences, miscellaneous employee to complete home visits, trained Restorative Justice, in-school suspension & a re-entry plan for suspended students. Schools will have clear procedures in place to address the needs of students. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Sep 5, 2016	Jun 30, 2017	Not started
✚ Counselor will support with transitional grade levels (2nd to 3rd) (6th -7t) and (8th to 9th) to ensure that they are on-track readiness . Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Sep 2, 2016	Not started
✚ Schools will host a high school and college fair.Schools will host a career fair Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Counselor	Sep 5, 2016	Jun 30, 2017	Not started
✚ School will host a parent orientation regarding school expectations Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Asst Principal Coach	Sep 5, 2016	Jun 30, 2017	Not started
✚ Schools will create a mentor program specifically designed for over-aged students. This will consist of a bi-monthly check in for academic, social and emotional progress. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Counselor	Sep 5, 2016	Jun 30, 2017	Not started
✚ Invest funds to acquire resources to support corrective behavior in the in-school / after school detention program. Maintain in-school suspension and/or after school detentions as an alternative to OSS. Align fund for "head of security" to facility task Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Sep 2, 2016	Not started
✚ Schedule time, space and money in the budget for Professional Development centered on implementation of CHAMPS, PBIS and other MTSS social emotional and academic supports Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Aug 31, 2016	Not started
✚ School will invest funds to purchase research based SEL curriculum to support explicit Tier 1 instruction Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Sep 2, 2016	Not started
✚ Behavior Health team will develop partnerships with entities to provide concise supports aligned to a behavior plan which includes a progress monitoring tool. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Counselor	Sep 5, 2016	Jun 30, 2017	Not started
✚ School will allocate funds as necessary and provide space for community school and other external partners that facilitate student and family support aligned with the Six Developmental Pathways. School and partners will help students develop the self-management, decision-making and relationship skills required to meet the academic, social and emotional demands. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Aug 5, 2016	Not started
✚ Funds will be allocated to prepare student and parent Agenda/handbooks to provide concise communication around the school wide expectations; procedures; and other reference resources (self reflection, progress monitoring, and the establshment of learning learning goals) Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Sep 2, 2016	Not started
✚ ILT team will work with the behavioral team to complete an on-track plan that addresses academic, attendance and SEL needs of the students. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal ILT Counselor	Sep 5, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ School will set aside funding for student living in transitional housing to support with resources. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal Counselor	Jun 20, 2016	Sep 2, 2016	Not started
✚ Counselor and school guidance counselor aide will schedule time during the school day to engage students in career awareness activities through multiple strategies including technology. (PAWS). School will invest funds for resources and on-line support systems aligned with this need. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Counselor	Sep 5, 2016	Jun 30, 2017	Not started
✚ Funding will be allocated and the school will schedule additional time in the day to invest in wellness programs for the students to increase their awareness of fitness and well-being.. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Sep 5, 2016	Jun 30, 2017	Not started
✚ Increase family engagement and coordinated supports that are aligned with the social emotional developmental programs of the school. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Counselor	Sep 5, 2016	Jun 30, 2017	Not started
✚ Provide After school / community school programming for student which will be coordinated by hired Community School Resource coordinator Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Sep 19, 2016	Not started
✚ Hire Recess coordinators, support personnel and invest in necessary resources to ensure safe student play Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Sep 2, 2016	Not started
✚ Hire full time PE teacher to fulfill the District requirement. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Sep 2, 2016	Not started
✚ Budget time and funds during the summer for scheduling of diverse need student . Appropriate funds for resources to accommodate the diverse learners and EL students (for equipment, technology, materials, etc). Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Sep 2, 2016	Not started
✚ Invest funds to schedule time with the ILT, Behavior Health Team & Teacher teams to reassess the Multi-Tiered System of Support for academics and social / emotional learning. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Sep 2, 2016	Not started
✚ Appropriate funds so instructors have appropriate collaboration time to develop the long and short term education plans for the diverse learners. Teams will develop progress monitoring tool to ensure that the goal setting and delivery of instruction and assessments are in aligned with standardized expectations and individualized learning plans. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jun 20, 2016	Sep 2, 2016	Not started
✚ Increase the level of Diverse Learner's participation in the community school programming to support social development and positive interactions with peers beyond the class setting. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Counselor	Sep 5, 2016	Jun 30, 2017	Not started
✚ Appropriate funds to invest in diagnostic tools for diverse learners that will measure student growth and attainment as connected to their written IEP goals and objectives. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Jul 4, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Appropriate funds to support substitute coverage for teacher attendance during staffings that occur on "team days" Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Sep 5, 2016	Jun 30, 2017	Not started
✚ Teacher will participate in professional development on effective strategies for supporting diverse learners and ELL learners. Funds will be allocated to meet the cost associated with the meeting (resources, material, teacher compensation) Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal Coach Lead Teacher	Sep 5, 2016	Jun 30, 2017	Not started
✚ Conduct diverse learner performance management sessions with DL teacher to review and articulate plans to improve the data. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	Principal	Sep 5, 2016	Jun 30, 2017	Not started
✚ To increase student ownership and monitoring of their learning paths and goals, students will learn how to engage in conference around their academic, social and emotional goals and learning paths. Students conduct these conferences with the classroom teacher (3rd - 8th grade) ILT and Teacher teams will develop structures and guidelines for student conferences which should occur quarterly. Tags: Student ownership, Multi tiered support systems, Culture of achievement, Climate, Systematic approaches, Multi tiered sytems of support, Conflict resolution, Collaborative learning, Class misconduct	ILT Teacher team	Aug 15, 2016	Jun 23, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

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

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent 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 provide parents with an opportunity to be a part of the joint development and periodic review of the parental involvement plan and policy. Information will be retained in the "parent room" with open opportunities to provide input. In addition, structured opportunities of input will be announced through flyers, phone calls, text messaging, website postings, email.

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

> The school will provide monthly meetings that vary in time and location. Sessions will be held in both the Child Parent Center and Main Building throughout the course of the school year. The sessions will be conducted on a rotating schedule to accommodate the needs of the parents. The school will utilize the flyers,school website, word of mouth, the school marquee, parent contact, phone calls and other modes to communicate information regarding the meetings. The school will conduct its Title 1 Annual Meeting on September 22, 2016 at 1:30pm prior to the Healthy Kid Market Venue. The Title 1 Principal's Annual meeting was held September 22, 2016). We have attempted to have the PAC Organization and were unable to get officers elected. The PAC Organizational Meeting was held on December 21, 2016.

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

> Parents will receive information during the school Open House. They will also receive a school brochure that outlines the above mentioned information. Parents will also have the opportunity to retrieve curricular information as well as grade level expectations and assessment tool information. The school will also schedule information meetings and provide an array of information during the parent teacher conferences, during report card pick up and and during the monthly parent (Coffee Clutch Meetings). Information will also be made available on line that provides concise details about the programming, curriculum and assessment tools. The information will also be communicated in the school agenda book that is comprised of the school handbook and general information.

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

> The school will allow shared governance to the parents of Parker Community Academy. The school will work with Chairperson of the Parent Advisory Council to schedule meetings for parents and provide them the opportunity to partake in the decision making process regarding the educational choices made regarding their child. Parents will also have an opportunity to partake in information sessions that provide them with background knowledge needed to make informed decisions.

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.

> As the school receives the Parent Reports generated by the Illinois State Board of Education, it will disseminate the reports upon receipt to the school. To ensure that parents and guardians understand the content of the report, an information session will be scheduled. In addition, a school representative (counselor, guidance counselor ILT members, reading or math coach, or other administrator) will be available to provide the parent with an analysis of the report. The school will also provide students in regular conferences around their data so that they are able to articulate the information to their parents (parent/student conference day - proposed).

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.

> In accordance to the guidelines outlined by the Illinois State Board of Education and CPS policies/procedures, parents will receive notification in a timely manner regarding their child's assignment to a class being taught by a teacher who is not "highly qualified". This will occur for at least four consecutive weeks in alignment with state and district level policies.

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.

> The school will engage parents in information sessions, workshops and other communication documents that provide parents with an understanding of the educational standards, assessments, progress monitoring and tools for working with educators. External partners will also become knowledgeable regarding the above mentioned matters to increase their ability to provide parent support and information sessions needed to support student learning.

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 maintain an area within the school library and a parent room which provides parents with resource information, video instructional tapes, literature and technology access in order to assist parents with their children to improve academic achievement. It will also assist with increasing parental involvement. The school will maintain resources aimed at supporting students with learning disabilities as well as supporting students within at least restrictive learning environments. The school will plan workshop presentations conducted by not only school personnel but also external partners trained to support parents.

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 will work with parent organizations that can provide the school with the support needed to build the relationships between staff and parents. Training modules and workshops will be conducted based upon the needs of the school, staff and parents as it relates to coordinating parent programs and enhances the connections between the school community and parents. The school will accomplish this through a continued partnership with Youth Guidance Community School Initiative Program.

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

The school will conduct parent workshops, hands on activities, information sessions and training for parents in an effort to encourage parent support in the education of their children. The school will also assist parents in these areas of concentration: Child Development, Personal Development/ Self Esteem, Parenting, Consumerism, Home Arts/Sewing/Crafts, Cooking/Nutrition, Literacy Development/Readiness, Field experiences, and Health/Safety.

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.

The school will continue to provide parents with information regarding the various events in the school. Flyers will be sent home. Information will be posted around the school to communicate information regarding the event. In addition, information regarding the events will be placed in school newspaper, on the school calendar and on the school website. The parents will also receive information during the LSC meetings, PAC meetings, PTA meetings, and other parent workshops.

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 Parker Community Academy is to maximize the learning experiences of every child by working collaboratively with the students, parents and community partners to provide a safe, supportive environment while promoting college and career readiness, integrating technology, creating critical thinkers, and promoting conflict resolution skills.

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

The school will hold parent teacher conferences quarterly at the report card pick up dates and when progress reports are generated. The school will also provide opportunities for parent teacher conferences daily and at times conducive to both the teacher and parent. 1. Parent-Teacher conferences will be held on scheduled report card pick up days during the first and third quarter. Parents will also have the opportunity participate in parent-teacher conferences on a daily basis during preps and after-school. The parents will also have the option of meeting with the teachers during the common prep times which have not been designated as school/district meeting times. Parents will also be able to schedule appointments with the classroom teacher.

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

The school will provide parents a progress report on the fifth, fifteenth, twenty-fifth and thirty-fifth week of school. The reports will be available online for parent review in the CPS Impact system. The parents will also receive a printed copy of the report which will be disseminated on the pre-set CPS dates. As the school receives the Parent Reports generated by the Illinois State Board of Education, it will disseminate the reports upon receipt to the school. To ensure that parents and guardians understand the content of the report, an information session will be scheduled. In addition, a school representative (counselor, ILT, math coach, or other administrator) will be available to provide the parent with an analysis of the report. Quarterly progress reports will be generated and distributed for parental review.

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

The school will provide parents with access to teachers during prep each day. The parents will also have the option to schedule an appointment with the classroom teacher before, during, or after school hours based on appointment. Additionally, parents can schedule time during the teacher's preparation period. The parents will meet with the teacher in the classroom or at another pre-determined location.The school will provide parents access to the staff prior to student arrival, during preparation periods or at the end of the instructional day. The meeting can convene in the class room, the multipurpose room or an administrator's office. In addition to teaching staff being available at predescribed times, other resource personal will be available during scheduled times during the day.

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.

In accordance with the policy set forth by the Chicago Board of Education, parents will have the opportunity to volunteer and participate in classroom activities. Upon the teacher or administrator request, parents will have an opportunity to observe classroom activities.

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

The parents will support their children's learning by providing assistance with homework and projects sent home by the teacher. They will also work with their child based on information communicated by the teacher regarding the specific needs of the child

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

Parents will participate in the Local School Council, the Parent Advisory Council, and the Parent-Teacher Association which will allow the parents to participate in the decisions related to their child's education.

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).

The student will uphold to their commitment to be responsible for their learning. The student will practice coming to school prepared with the necessary material and supplies needed to complete assignments. They will also complete school and homework as well as be active learners. They will improve the level of academic achievement by applying themselves during the learning process and using skills needed to be career and college ready. The shift towards career and college readiness will be embraced by students as teachers continue to provide students with skills needed to for the achievement of academic success.

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.

Improve student academic performance, attendance and behavior through parental empowerment and collaborative efforts by assisting with resource, multiple strategies and engaging them in activities focussed on increasing their ability to provide their children with individualized supports.

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.	$ 250	.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.	$ 544	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 750	.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)	$	750	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	600	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	1200	.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.	$	150	.00
53510	**Postage** Must be used for parent involvement programs only.	$	Amount	.00
53306	**Software** Must be educational and for parent use only.	$	0	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	1000	.00