Martha Ruggles Elementary School (/school-plans/378) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Stephen Parker	Principal	saparker@cps.edu	Has access
Camille Williams	Assistant Principal	CLWilliams3@cps.edu	Has access
Yvette Farmer	Counselor	yfarmer1@cps.edu	Has access
Marlo Sails	Case Manager/Teacher	mvsails@cps.edu	Has access
Raven Talley	Primary Team Lead/ILT	rfpatterson-@cps.edu	Has access
Denise Miranda	Middle School Lead/ILT	dlmiranda@cps.edu	Has access
Gary Hreben	Tech Coordinator	grhreben@cps.edu	Has access
Latasha Mallory	Primary Teacher	Llmallory@cps.edu	Has access

Team meetings

Date	Participants	Topic
04/05/2016	Latasha Mallory, Raven Talley, Gary Hreben, Yvette Farmer, Denise Miranda, Camille Williams, Stephen Parker	CIWP School Excellence Framework
04/08/2016	Raven Talley, Marlo Sails, Yvette Farmer, Denise Miranda, Stephen Parker, Camille Williams	School Excellence Framework Exemplar

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

There is regular communication via weekly bulletin where expectations and performance metrics are shared relative to student and staff attendance. A monthly report is provided to the LSC relative to school performance and progress including the status of our LRE population. As a school, our trend over time on the 5Essentials survey shows improvement from a score of 26 in 2013 to 55 in 2015. Collective responsibility over time has improved from 29 in 2013 to 56 in 2015.

Teachers are provided the opportunity- on an individual basis or as a grade level to implement instruction to address deficits relative to interim goals. Based on BOY data for DIBELS and TRC, teachers K -2 began their after school programming.

BOY Data: 34% far below proficiency, 27% below proficiency, 16% at proficiency, 23% above proficiency.

At MOY 28% far below proficiency, 18% below proficiency, 29% at proficiency, 25% above proficiency.

2nd grade teachers added an additional day for instruction based MOY NWEA data as their attainment results are measured versus growth. 2nd grade MOY NWEA attainment 29.3% (12) performed at/above norm RIT in reading- EOY goal 40%

2nd grade MOY NWEA attainment 36.6% (15) performed at/above norm RIT in math- EOY goal 40%

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

The ILT analyzes and identifies action items to be implemented at the grade band level relative to CIWP priorities and school data. The ILT analyzed primary BOY data which was used to drive after school programming (k-2) and structure small group instruction for ELA. MOY NWEA data was analyzed as an ILT at which time grade levels and subjects were identified for strand and small group instruction.

The ILT evaluated student tasks for rigor, relevance, and depth of knowledge. This process was modeled at the grade band level during the weekly GLMs where all team members participated in the process. There are teacher leaders for 2 of the 3 grade bands who are also ILT members. The ILT completed an effectiveness survey during the 1st quarter of school year where we rated ourselves at a 13. Based on the information from that survey, action items were assigned to the appropriate team members. Team members were assigned to address on/ off track data. These team members made a presentation to the ILT and to the school staff during professional development session.

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

There is evidence of teachers planning and collaboration (in one grade band) outside of the weekly grade level meeting. Principal provides information to staff relative to network professional development opportunities. Team members are encouraged to attend professional development outside of CPS and bring practices back to share with the team at large or with the grade band.
In house professional development was conducted relative to small group instruction for NWEA Intermediate based on MOY data. During weekly GLMs, team members are encouraged to and in specific cases called upon to share a strategy and its impact on instruction and academic progress. Examples: intermediate share out on the impact of small group instruction; primary share out on the impact of differentiated tasks for number fluency component of the math block; primary share out of inclusive strategies and activities for math fluency.

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

Schedule facilitates common planning time by grade band to maximize opportunity for teacher collaboration.
Scheduling changes are considered in accordance with school data . MOY NWEA revealed 35% of 7th graders scored at/above the norm RIT. The EOY attainment goal is 51%. 7th graders experienced a negative growth performance of -31.3%. The EOY growth goal 89%.
7th graders were receiving 60 minutes of math compared the the 2 hours for 8th graders. Though the 60 minutes was in accordance with full day parameters, the MOY data revealed the need for more 7th grade instructional minutes and as such the schedule was changed address the deficit. Funds are allocated for in house after school programming and Saturday Academy to target students whose deficits require more instructional time than possible during in class small group instruction.

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.

Teachers utilize CCSS for core instruction.
During grade level meetings teachers have examined learning task /evaluated learning tasks for rigor/relevance, and depth of knowledge.
Most 95% teachers were trained and received Second Step resources at the beginning of the 2015-2016 academic school year. Some 30% teachers are implementing Second Step components. The school has a full inclusion inclusion model relative to our diverse students and as such receive CCSS instruction. Instructional task evaluation for rigor and relevance has taken place within our ILT and at the grade band level but is not performed on a consistent basis. Class assignment performance has been examined in gradebook relative to mastery and implications for re-teaching. This has taken place during ILT meeting and grade level meetings during gradebook deep dives. In cases where 80% was not evident re-teaching/re-asessing was looked for. These processes have taken places but not on a consistent basis.

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), 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

> All teachers utilize the Common Core State Standards to facilitate instruction. Teachers utilize academic websites to access texts and other instructional resources such as Reading A-Z, Engage NY. Teachers also utilize Stride Academy, Think Through Math, and Learning IXL. 50% of classroom teachers utilize Promethean or Active Boards in the classroom in the delivery of instruction. 80% of classroom teachers utilize chromebooks and/or ipads for student use to augment/supplement instruction. Over the last 2 years, 2 students have received assistive technology devices (Dynavox) to aide with communication.

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

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:

Score

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)

1 **2** 3 4

Rigorous learning tasks are part of our brand as a school. Within grade bands, student tasks have been evaluated for alignment to CCSS, rigor/relevance, and depth of knowledge. This exercise was initially conducted at the ILT level and subsequently modeled for each grade band during grade level meetings. At the following grade level meeting, a team member's task was copied and distributed for team members to measure the task for rigor/relevance and depth of knowledge. In addition to the examination of the tasks. 2 of the 3 tasks revealed We also examined conducted deep dives in gradebooks as it related to rigor. During quarter 1, In 2 of the 3 grade bands the performance on tasks leading up to the assessment we at/above mastery yet the assessment performance was below mastery. This led to questioning the rigor of the classroom assignments vs. the rigor of assessments. Furthermore we examined the alignment of the tasks and the assessment to the CCSS for clues into the divergence of performance. 60% of our teachers are rated as proficient and 39% are rated basic for using questioning and discussion techniques in REACH. Relative to student engagement in REACH, 48% of the teacher are rated as proficient and 51% basic.

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:

Score

1 **2** 3 4

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

There is a College and Career Readiness block integrated in the master schedule for all middle school classes, 1 intermediate class, and all primary classes. Middle school students are exposed to the high school experience through high school field trips, speakers from high schools, and the counselor working with students and parents with the high school application process. Middle school students have participated in research projects of HBCUs which included an oral presentation and visual display board. There is evidence activities and discussion around student transition to high school versus that of college and career.

Guide for Transitions, College & Career Access & Persistence

- o **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

> Using questions and discussion techniques had been an area of focus during the 1st quarter of the academic school year as gleaned during observations and as an area for additional support as identified by team members. Teachers implement the instruction as identified in the weekly lesson plans, however there is evidence of dependency on the resource vs. the the standard. Teachers are not unpacking the standard as instruction is being prepared thus misconceptions are often not identified. In REACH 80% of the teacher are rated as proficient in domain 3 (instruction). 39% are rated basic in component B: questions and discussion; 51% are rated basic in student engagement.

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

Second Step training was implemented during the opening PD September 2015 by school counselor. 30% are utilizing components of the program in their classrooms. The CCSS are being taught by all team members. There are classrooms which have been identified as needing additional SEL support as it related to the the dynamics with that particular classroom. These tier 2 supports include the peace circle facilitation from the school social worker, (2 intermediate classrooms once a week). Tier 2 supports in primary (K-2) included targeted support as it related to personal space and appropriate/inappropriate touch. This support was provided to 1 classroom by the counselor (October 2015) but was expanded to all primary and was facilitated by an outside provider for a series of 4 sessions (January 2016). Tier 2 academic support is provided through small group instruction in the classroom based on real time or DWA data. Small group instruction is part of our brand, however evidence of planning and implementation is present in 40% of the classrooms. Tier 3 SEL supports are provided by counselor , social worker, case manager, school admin, and /or the restorative coach (Sept.-Feb.) participants for these supports result from observations, recommendations,and/or as the intervention to an SCC violation. Tier 3 academic supports targeted students who were more than 10 points from their RIT goal at MOY. These students were targeted to attend our Saturday Academy which was conducted from 9:00 am-12:00 pm for 7 weeks. Students comprising this category included 3/4 of our 4th and 5th graders as MOY NWEA data showed -34% RIT met (4th reading) and a -174% RIT met (5th reading). Math data: -46% RIT met (4th math) and a -55% RIT met (5th math).
The school analyzes on/off track data at 5 and 10 week cycles however no system is in place to monitor off/track status outside of 5 and 10 week cycle. 16 students have PLP which are monitored every 2 weeks and updated every 5.

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.
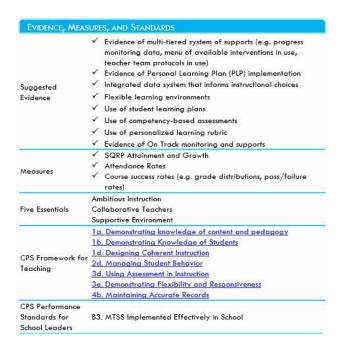 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student 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

> The school has a uniform grading scale.
> There is a protocol for the use of gradebook to capture not only the task and assessment data but also to use the data to drive instruction however this protocol is not monitored on a consistent basis. There is an expectation that an assessment /quiz is administered weekly. As a school we do not have a school wide system to assess standards at the end of 5 and 10 weeks.

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

Score

1 **2** 3 4

> Data from REACH indicates 82% of teachers received a rating of proficient for domain2 component B. Our trend over time for collaborative teachers as per the 5Essentials Survey indicates improvement from a 39 in 2013 to 60 in 2015. Ambitious instruction over time improved from 56 in 2014 to 85 in 2015. Though this data indicates growth and improvement, information gathered during meetings about off track status relative to grades indicates a lack of assignment completion (classroom and homework) in middle school.
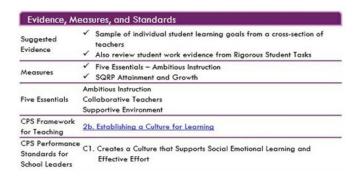
Guide for Culture for Learning
- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - 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

> Student -teacher trust has improved over time from 24 in 2013 to 51 in 2015 based on 5Essentials data. 86% of the students agree/strongly agree that their teachers treat them with respect. 89% agree/strongly agree they feel safe and comfortable with their teachers at the school. Based on data from REACH- 87% were rated as proficient domain 2 component A.

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

> We offer variety of programming options for students. School data was utilized to structure academic programming through After School All Stars (K-2, 3rd, 6th-8th ELA). Other academic programming included You Be the Chemist wherein one of our participants will compete at the state level; intermediate science which was an extension of the Norbert Nature Museum program. In house academic programming was implemented following grades 4th and 5th. MOY NWEA data was used to identify students for Saturday Academy. The enrichment component of our after School All Stars programming includes crochet, jewelry making, Spanish, College and Career Extension, adventure sports, and racquetball sports. We maintained at /above 80% attendance for the duration of the programming.

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

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

*Use 5 essentials student data if accessible (Talley)
There are protocols in place relative to the entry of guest and the movement of guests in the building (signing in, checking in at the main office for a visitor's pass if applicable). Students are monitored during entry and dismissal. There is staff assigned to lunch and recess blocks for monitoring. Team members will intervene to assist with order even if it's not their class. The school's safety over time score has improved from 18 in 2013 to 44 in 2015. As per the 5Essentials Survey, 89% of the students indicate they feel mostly/very safe in the hallways; 91% feel mostly/very safe in their classes; 94% feel somewhat/very safe in the bathroom.

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

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.

> During the last 2 years we adopted restorative practices to address behaviors. Teacher were provided with Second Step resources to better enable them to address behaviors with students. Instead of keeping students isolated from one another which issues arise, students understand they will meet face to face with a team member not only to identify root causes but also to discuss their actions (individually/collectively) moving forward. Our 2015-2016 YTD use of consequences indicates 70% are restorative/instructive; and 15% reflecting ISS, detention, or other. Our restorative efforts were strengthened with the addition of a restorative coach through the 1st semester.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1 **2** 3 4

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.

Administration is accessible to parents to listen to concerns or suggestions. In situations where availability is not possible, administration follows up via phone with 24 hours. There is an active PAC and LSC. Parents are informed of instruction, expectations and school performance during the State of the School Address, Open House, the Principal's report presented to LSC. In addition, parents receive program and grade specific information session conducted by specific grades/grade bands. For example the primary dept. conducted sessions to share DIBELS and TRC data with parents relative to their after school programming. 6th grade teachers conducted a session to review grades and NWEA data. (3) 8th grade meetings have been conducted to garner input relative to activities and to communicate academic requirements. Though we are trending up from 2013 to 2015 (22, 31, and 50 respectively) relative to the 5 Essentials Survey Involved Families we recognize this is still an area of growth.

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 **3** 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 **4** 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Student Learning: Instructional Materials	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: Parent Partnership	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Relational Trust	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: Leadership & Collective Responsibility	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				
Small group instruction with focus on individual student deficits	64.00	99.00	81.00	85.00
National School Growth Percentile - Math				
Small group instruction with focus on individual student deficits	30.00	82.00	76.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Small group instruction with focus on individual student deficits	58.20	*(Blank)*	60.00	65.00
African-American Growth Percentile - Reading				
Small group instruction with focus on individual student deficits	69.00	99.00	80.00	85.00
Hispanic Growth Percentile - Reading				
Not applicable	*(Blank)*	*(Blank)*	0.00	0.00
English Learner Growth Percentile - Reading				
Not applicable	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner Growth Percentile - Reading				
Small group instruction with focus on individual student deficits	1.00	99.00	80.00	85.00
African-American Growth Percentile - Math				
Small group instruction with focus on individual student deficits	30.00	80.00	80.00	85.00
Hispanic Growth Percentile - Math				
Not applicable	*(Blank)*	*(Blank)*	0.00	0.00
English Learner Growth Percentile - Math				
Not applicable	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner Growth Percentile - Math				
Small group instruction with focus on individual student deficits	8.00	70.00	75.00	80.00
National School Attainment Percentile - Reading (Grades 3-8)				
Strong content focus on CCSS and rigorous student tasks	19.00	49.00	56.00	61.00
National School Attainment Percentile - Math (Grades 3-8)				

Strong content focus on CCSS and rigorous student tasks	6.00	21.00	48.00	53.00

National School Attainment Percentile - Reading (Grade 2)

Strong content focus on CCSS and rigorous student tasks	3.00	20.00	40.00	50.00

National School Attainment Percentile - Math (Grade 2)

Strong content focus on CCSS and rigorous student tasks	2.00	19.00	40.00	50.00

% of Students Making Sufficient Annual Progress on ACCESS

Not Applicable	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

School-wide incentives, recognizing student improvement in attendance each quarter, sending 5-day, 10 day and 15 day, home visits and grade level recognition	94.20	95.40	96.00	96.50

My Voice, My School 5 Essentials Survey

Engage teachers, students, and parents with results in hopes to improve results.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Monitor daily teacher implementation of quality small group instruction using ELA and math data /common core alignment; use and quality assessments are used to measure mastery. Rationale: The teacher recognizes academic instruction as central to his or her role. This focus on instruction guides not only the teacher's own planning and classroom behavior, but also comes across clearly to students and represents the major element in a robust learning environment.	-Increased teacher use of District Wide Assessments and classroom data for structure groups. -Teachers anticipating possible student misconceptions and preparing clarification. -Assessments created for small group skill/standard mastery -Evidence of class mastery of standard in gradebook -Flexible vs static grouping -Students will be able to analyze complex text -use evidence from texts to present careful analyses, well-defended claims, and clear information -build knowledge in non-fiction content rich text -build conceptual knowledge in math -application through use of mathematical practices	A minimum of 79% of k-2nd grade students at/above TRC for EOY targets. A minimum of 53% of students in grades 3-8 meeting MOY NWEA targets, while a minimum of 57% of all 2nd-8th grade students at or above EOY NWEA Benchmarks

Tags:
Academic expectations, Academic learning, Collaborative teachers

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Become familiar with the instructional blocks during ELA and Math instruction so time is maximized in the classroom by providing professional development to all teachers.	Principal/Assistant Principal/Teachers	Jul 18, 2016 to Jul 30, 2016	Each classroom will have posted the instructional blocks and elements aligned with time they will be performed.	Not started
Follow up with teachers during opening PD to ensure classrooms have posted Instructional blocks for ELA and math. Teacher's know what is required for each element of the blocks.	Admin	Aug 29, 2016 to Sep 2, 2016	Opening PD	Not started
ILT will do a walkthrough to capture data and measure the success.	ILT	Sep 13, 2016 to Sep 16, 2016	Internal walkthrough to ensure 100% of teachers are following instructional block and have them posted.	Not started
Provide professional development for teachers who received a REACH rating of basic or lower in Domain 3a, 3b, & 3c on instructional strategies and best practices on content delivery for ELA and math.	Admin/Lead Teachers	Aug 30, 2016 to Sep 2, 2016	Opening PD	Behind
Follow up with teachers individually to discuss evidence, concentrations, and next steps from check-in visits after the teachers have implemented at least one of the instructional strategies provided in opening PD.	Admin	Sep 19, 2016 to Jun 23, 2017	Individual teacher meetings	Behind

Strategy 2

If we do...	...then we see...	...which leads to...
Increase capacity for rigor by aligning instructional content to CCSS in which students are required to engage in elaborate communication and collaboration and assessments require students to explain/justify their thinking or conclusions. Rationale: Maintain use of Depth of Knowledge Rubric across content areas and have a weekly protocol utilized during grade level team meetings that require teachers to bring	-CCSS aligned tasks/assessments -Increased/improved student participation and engagement -High expectations for student learning -Tasks which challenge student thinking -Collaboration for data analysis -Evaluation of effectiveness of resources and supports	50% of teachers receiving a proficient rating or higher in 3a and 3c. Evidence of 100% tasks listed in gradebook weekly aligned to standards.

samples of student work analyze for the purpose of task modifications, peer feedback and review, and next steps for implementation.

Tags:
Agendas, Instructional leadership

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop a school-wide protocol for analyzing student tasks that will capture data and measure success	Administration/ILT	Jul 12, 2016 to Aug 19, 2016	Meetings are scheduled	Not started
Engage teachers in Professional Development to introduce the school-wide protocol, the process, and how it will be measured	Administration	Aug 30, 2016 to Sep 2, 2016	Professional development is planned	Not started
Follow up with teachers individually to discuss their understanding of the DOK rubric and to clear up misconceptions prior to teachers applying it in their classrooms	Administration	Aug 29, 2016 to Nov 18, 2016	Individual teacher meetings	Not started
Teachers will select a task used with their students to bring to team meetings to get peer evaluation feedback and provide opportunities to individualize teacher development	Teachers	Sep 12, 2016 to Jun 23, 2017	Grade Level Team Meetings	Not started
Engage teachers during a weekly team meeting around the DOK protocol to ensure implementation, progress monitoring, and provide support systems to individual teachers as needed	Administration	Sep 12, 2016 to Jun 23, 2017	Planning in progress	Not started
During ILT meetings, an evaluation of the practice and discussion on next steps for individual and/or school wide supports	ILT Team	Aug 31, 2016 to Jun 2, 2017	Planning in progress	Behind

Strategy 3

If we do...	...then we see...	...which leads to...
Increase capacity of the Instructional Leadership Team to analyze, develop, assign, and execute action items relative to student data at to improve academic performance.	-More consistent alignment of data analysis relative to school wide academic goals. -Identification of areas of effective practice for replication	An increase in the ILT's Effectiveness rubric from a 13 to 21.

Rationale:
A consistent structure for teacher leadership that is focused on improved teaching and learning. The ILT is the core of the school's structure that focuses on identifying challenges, collecting and analyzing data, exchanging ideas, implementing solutions and evaluating implementation for school improvement.

-Identification of elements resulting in negative outcomes (for elimination)

-Implementation of data analysis at the grade band level

-Increased monitoring of data points such as on/track, D/F reports

-Improvement as ILT relative to following up action items

Increased among ILT members.

Tags:

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
By September, 2016, a comprehensive ILT calendar will be shared with the staff and will include meeting dates and times and subsequent follow up times.	ILT	Sep 1, 2016 to Sep 16, 2016	Completed ILT Calendar	Not started

Reach

By October 2016, the ILT will be trained in school-wide protocols for collaboration, peer observation, data analysis, and reviewing student work.	Principal	Sep 1, 2016 to Oct 3, 2016	Professional Development Agenda	Not started

Rigorous tasks, Reach, Rigorous instruction

By the end of each quarter, ILT will conduct one internal walk-through and provide feedback based on instructional focus or area of growth according to REACH component.	ILT	Sep 19, 2016 to Jun 16, 2017	Internal Walkthrough Feedback Form	Not started

Rigorous tasks, Rigorous instruction

By the end of each quarter, the ILT will assess its effectiveness according to the iLT Effectiveness Rubric.	ILT	Sep 19, 2016 to Jun 16, 2017	ILT Effectiveness Rubric	Not started

Rigorous tasks, Rigorous instruction

Strategy 4

If we do...	...then we see...	...which leads to...
Increase teacher capacity to develop and analyze 5 week assessment to identify necessary interventions and inform future data driven instruction.	-Student mastery as aligned to the scope and sequence -Opportunity to support student growth prior to benchmark assessments -Coherence and consistency related to grading practices	10% overall growth on NWEA attainment for all grade levels and an 5% increase in the number of students identified as on-track.

-Accountability relative to the coverage of standards and student mastery of the standard

-Increased reflection on instruction and assessments as assessment data is component of data sessions (see strategy 3.

Tags:

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Reformat for school usage the scope and sequence in a way that outlines specific skills that should be taught each week	Administration	Jul 1, 2016 to Jul 15, 2016	Admin summer planning	Not started
Create 5 week interim assessments based on weekly skills identified at each grade level	Administration	Jul 18, 2016 to Jul 29, 2016	Admin summer planning	Not started
Review interim assessments to make sure they are aligned to the skills that are to be taught each week at every grade level	Administration/ Teacher leads	Aug 1, 2016 to Aug 5, 2016	Admin summer planning	Not started
Create a protocol on how to use gradebook as a tool for identifying the effectiveness of the instructional practices and identifying next steps for instruction before the administration of the summative assessments.	Admin/ILT	Jul 1, 2016 to Jul 8, 2016	Planning in progress	Not started
Provide staff with the expectation and overview of gradebook and the revised scope and sequence of skills taught weekly.	Admin/ILT	Aug 29, 2016 to Sep 2, 2016	Opening day PD	Not started
conduct 5 week data sessions to review summative assessment data, interim assessment and task data, alignment, and small group plans to determine status in relation to end of year goals.	Admin Based on data, data session could be conducted as an ILT	Oct 3, 2016 to Jun 12, 2017	Agendas, data deck/points. Data sessions to occur at 5 week intervals during academic school year .	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status

Task	Owner	Start	End	Status
✚ Become familiar with the instructional blocks during ELA and Math instruction so time is maximized in the classroom by providing professional development to all teachers. Tags: Academic expectations, Academic learning, Collaborative teachers	Principal/Assistant Principal/Teachers	Jul 18, 2016	Jul 30, 2016	Not started
✚ Follow up with teachers during opening PD to ensure classrooms have posted Instructional blocks for ELA and math. Teacher's know what is required for each element of the blocks. Tags: Academic expectations, Academic learning, Collaborative teachers	Admin	Aug 29, 2016	Sep 2, 2016	Not started
✚ ILT will do a walkthrough to capture data and measure the success. Tags: Academic expectations, Academic learning, Collaborative teachers	ILT	Sep 13, 2016	Sep 16, 2016	Not started
✚ Provide professional development for teachers who received a REACH rating of basic or lower in Domain 3a, 3b, & 3c on instructional strategies and best practices on content delivery for ELA and math. Tags: Academic expectations, Academic learning, Collaborative teachers	Admin/Lead Teachers	Aug 30, 2016	Sep 2, 2016	Behind
✚ Follow up with teachers individually to discuss evidence, concentrations, and next steps from check-in visits after the teachers have implemented at least one of the instructional strategies provided in opening PD. Tags: Academic expectations, Academic learning, Collaborative teachers	Admin	Sep 19, 2016	Jun 23, 2017	Behind
✚ Develop a school-wide protocol for analyzing student tasks that will capture data and measure success Tags: Agendas, Instructional leadership	Administration/ILT	Jul 12, 2016	Aug 19, 2016	Not started
✚ Engage teachers in Professional Development to introduce the school-wide protocol, the process, and how it will be measured Tags: Agendas, Instructional leadership	Administration	Aug 30, 2016	Sep 2, 2016	Not started
✚ Follow up with teachers individually to discuss their understanding of the DOK rubric and to clear up misconceptions prior to teachers applying it in their classrooms Tags: Agendas, Instructional leadership	Administration	Aug 29, 2016	Nov 18, 2016	Not started
✚ Teachers will select a task used with their students to bring to team meetings to get peer evaluation feedback and provide opportunities to individualize teacher development Tags: Agendas, Instructional leadership	Teachers	Sep 12, 2016	Jun 23, 2017	Not started
✚ Engage teachers during a weekly team meeting around the DOK protocol to ensure implementation, progress monitoring, and provide support systems to individual teachers as needed Tags: Agendas, Instructional leadership	Administration	Sep 12, 2016	Jun 23, 2017	Not started
✚ During ILT meetings, an evaluation of the practice and discussion on next steps for individual and/or school wide supports Tags: Agendas, Instructional leadership	ILT Team	Aug 31, 2016	Jun 2, 2017	Behind
✚ By September, 2016, a comprehensive ILT calendar will be shared with the staff and will include meeting dates and times and subsequent follow up times. Tags: Reach	ILT	Sep 1, 2016	Sep 16, 2016	Not started
✚ By October 2016, the ILT will be trained in school-wide protocols for collaboration, peer observation, data analysis, and reviewing student work. Tags: Rigorous tasks, Reach, Rigorous instruction	Principal	Sep 1, 2016	Oct 3, 2016	Not started
✚ By the end of each quarter, ILT will conduct one internal walk-through and provide feedback based on instructional focus or area of growth according to REACH component. Tags: Rigorous tasks, Rigorous instruction	ILT	Sep 19, 2016	Jun 16, 2017	Not started
✚ By the end of each quarter, the ILT will assess its effectiveness according to the iLT Effectiveness Rubric. Tags: Rigorous tasks, Rigorous instruction	ILT	Sep 19, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Reformat for school usage the scope and sequence in a way that outlines specific skills that should be taught each week	Administration	Jul 1, 2016	Jul 15, 2016	Not started
✚ Create 5 week interim assessments based on weekly skills identified at each grade level	Administration	Jul 18, 2016	Jul 29, 2016	Not started
✚ Review interim assessments to make sure they are aligned to the skills that are to be taught each week at every grade level	Administration/ Teacher leads	Aug 1, 2016	Aug 5, 2016	Not started
✚ Create a protocol on how to use gradebook as a tool for identifying the effectiveness of the instructional practices and identifying next steps for instruction before the administration of the summative assessments.	Admin/ILT	Jul 1, 2016	Jul 8, 2016	Not started
✚ Provide staff with the expectation and overview of gradebook and the revised scope and sequence of skills taught weekly.	Admin/ILT	Aug 29, 2016	Sep 2, 2016	Not started
✚ conduct 5 week data sessions to review summative assessment data, interim assessment and task data, alignment, and small group plans to determine status in relation to end of year goals.	Admin Based on data, data session could be conducted as an ILT	Oct 3, 2016	Jun 12, 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 Plan

Parent Involvement Policy   Complete

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

Parents are surveyed during the year to provide their input into school improvement for Ruggles. The results of the survey will be provided to parents during parent meetings and in connection with the "State of the school Address" at the beginning of the school year. Results from "My School My Voice," school survey are used as data to determine what is working and what still needs improvement.

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 Ruggles annual title I meeting was held on September 20, 2016 and the the principal will cover the following: The Ruggles' Title I Parent Involvement Budget plan, The Ruggles' Title I Parent Involvement Policy, Ruggles' Title I Parent Compact, Ruggles' Title I Budget Itemized, Ruggles' Title I Parent Funds Budget CPS Title I Parental Involvement Policy, and CPS Title I Parental Involvement Guidelines. The Annual Title I Organizational meeting is scheduled for 11/1/2016.

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.

The Annual Title I Organizational meeting is scheduled for 11/1/2016.

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.

Information regarding the School's Title I programs, curriculum, assessment tools will be provided to parents at the school's Open House and at other times during the academic school year which may include but not limited to New Student Parent Informational Sessions; Progress Report and Report Card distribution days; literacy, math and science nights; Parent Advisory Council (PAC) and Local School Council meetings (LSC); and meetings with the principal. Quarterly Student Progress Reports will be distributed on September , 2016; December, 2016; February, 2017; and May, 2017. The Progress Report is used to identify a student's grade at the mid-point of the quarter. Parent Portal is a unique web-based tool that allows parents to securely view their child's grades and attendance online. Parents can register to receive e-mail or text notifications when their child is absent or when his/her grades drop below a point they identify. Additionally, parents will be able to communicate directly with their child's teachers, enhancing the opportunity for parent-teacher interaction. The Parent Advisory Council (PAC) will conduct group and individual tutorial sessions for parents on how to use the Parent Portal.

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.

The school will provide parents with reports of their child's state assessment performance in language arts and math upon receipt or availability of the reports from ISBE (Illinois State Board of Education).

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.

The school will provide written notice to parents when their child has been assigned to or taught by a teacher who is not highly qualified as defined in the Title 1 Final Regulations.

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 assist parents in understanding the State's academic content achievement standards, and local assessments during the Open House, grade level parent meetings, Progress Report and Report Card distribution days, and meetings with the principal. Information sessions will be scheduled to provide a detailed overview to parents on Common Core Standards and to provide parents with helpful strategies they can use at home to share with child in preparation for standards based assessments.

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 staff and students will share the responsibility for improved academic achievement . Initiatives include, but are not limited to hosting educational family events/activities throughout the school year (literacy, math, science, fine arts);encouraging parents to use the Parent/Community Resource Center for instructional materials for parents; hosting events which encourage and support male figures taking leadership in the education of their children; encouraging parents/guardians to become trained school volunteers; maintaining open communication with parents to provide periodic updates on a child's progress; parent involvement workshops; Title I reading and math workshops.

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

The school's team members will partner and communicate with parents to inform and share practices to enhance the academic performance of their children. These efforts include but are not limited to sharing academic performances and best practices with parents to build capacity . The school will, with the assistance of its community and parents, educate its teachers, student support personnel, principals and other staff, in how to reach out to communicate work with parents as equal partners, and build ties between parents, school,community and businesses.

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.

To the extent feasible, the school will support Head Start /Ready To Learn (Early Childhood) efforts to integrate programs to assist parents in supporting their children's education by supporting volunteerism in the classroom and providing meeting space for parent workshops.

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 ensure that information is provided to parents in printed format in the English language or as otherwise indicated based on the home language survey. When appropriate and applicable, the all call phone system will be utilized.

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.)

Martha M. Ruggles is an inclusive learning community that is committed to meeting the diverse needs of all students. The curriculum emphasizes students' development of critical thinking, problem solving, and social emotional growth through cultural awareness. Staff, parents, community members, and stakeholders will work together to provide a student centered environment that focuses on literacy, mathematics, and science with the integration of technology.

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.

Martha M. Ruggles will conduct parent teacher conferences in conjunction with 2 of the 4 report card distribution sessions; on November, 2016 and April, 2017. Parent-Teacher Conferences are days of non-student attendance. In addition parent teacher conferences can be scheduled at the request of the teacher or parent throughout the school year to address academic or other concerns.

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

Frequent reports of academic progress include but aren't limited to progress report distribution on: October 10th, December 19th, March 13th, and May 15th. Academic progress will also be provided with report card distribution on November, 2016 February, 2017 April, 2017 and June, 2017. In addition, reports on interim District Wide Assessments will be made available to parents.

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

Conferences, unless otherwise arranged by the staff member, will take place after the instructional day (after 3:45 p.m). Access to staff members will be pre-arranged between parent and teacher as teachers have a start time which is the same as student entry time.

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.

Parents are invited and encouraged to volunteer at the school upon completion and clearance of the CPS volunteer packet. Upon clearance of the packet, volunteers will be utilized/assigned based on need.

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

Parents will support their children's learning by ensuring their child is on time and in attendance for school. In addition, parents will utilize Parent Portal to monitor attendance and student academic performance relative to classwork, homework, projects, etc. in addition to remaining in contact with teachers regarding academic progress.

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 are invited and encouraged to attend Local School Council and Parent Advisory Council meetings conducted throughout the academic school year.

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

Students will share responsibility for improved academic achievement by being on time and in attendance for school. Students will be pepared for class by having their materials and supplies on a daily basis. In addition, students will complete all assigned work and demonstrate a positive attitude by implementing the 3R's (Respectful, Ready, and Responsible).

Parent Budget   Complete

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

51130- Extended day buckets for after-school reading and math
53405- Parent Supplies
53205- Food for parent training
54505-Parent seminar on team building
54565-child care reimbursements and supplies for parent meetings

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.	$ Amount .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.	$ 1895 .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)	$ 0 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 366 .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 0 .00

54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	162	.00
53510	**Postage** Must be used for parent involvement programs only.	$	0	.00
53306	**Software** Must be educational and for parent use only.	$	0	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	0	.00