Sidney Sawyer Elementary School (/school-plans/386) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/20/2016	Lucille Burmov, Jeanne Caraher, Clarisa Bravo-Ruiz, Carmen Vazquez, Carmen Gomez	Review of new CIWP format. T's are working on the Instructional Leadership Team dimension. Domain 1: B.
01/21/2016	Olmos, Sontag, Caraher, Melania Gonzalez, Venegas, C. Vazquez, C. Gomez, Macke, Davidov, Robles, Burmov, Bravo-Ruiz	Complete SEF for Domain 1: A
01/28/2016	Olmos, Sontag, Caraher, Zaragoza, Melania Gonzalez, Venegas, C. Vazquez, C. Gomez, Macke, Davidov, Robles, Burmov, Bravo-Ruiz	Complete SEF for Domain 2: C and Domain 3: A
01/29/2016	Olmos, Sontag, Caraher, Zaragoza, Melania Gonzalez, Venegas, C. Vazquez, C. Gomez, Macke, Davidov, Robles, Burmov, Bravo-Ruiz	Complete SEF for Domain 4: A
02/04/2016	Caraher, Zaragoza, C. Vazquez, Davidov, Burmov	Complete SEF for Domain 4: D and E
02/05/2016	Caraher, Zaragoza, C. Vazquez, Davidov, Burmov, Robles, Bravo-Ruiz	Complete SEF for Domain 4: F
02/09/2016	Caraher, Vazquez, Zaragoza, Davidov, Melania Gonzalez, Rosenberg, Macke, C. Gomez, Maribel Santiago, Burmov, Bravo-Ruiz, Robles	Complete SEF for Domain 2: D and Domain 4: B and C.
02/11/2016	Caraher, Vazquez, Zaragoza, Melania Gonzalez, Rosenberg, C. Gomez, Burmov, Robles	Complete SEF for Domain 1: A, C, D and 2: B and C.
03/10/2016	C. Vazquez, C. Gomez, Caraher, Burmov, Bravo-Ruiz, Robles, ??	Strategy #1
03/17/2016	Caraher, Gomez, Vazquez, Sontag, Venegas, Zaragoza, Melania Gonzalez, Avalos (parent), Robles, Burmov, Bravo-Ruiz	Strategy #2
03/24/2016	Zaragoza, Caraher, Gomez, Davidov, Vazquez, Venegas, Olmos, Avalos (parent)	Strategy #3
03/29/2016	Bravo-Ruiz, C. Vazquez, C. Gomez, Mrs. Avalos (parent), Caraher, Davidov, Zaragoza, Venegas, M. Gonzalez, Olmos, Burmov, Robles	Strategy #4
04/05/2916	Caraher, Zaragoza, C. Vazquez, C. Gomez, M. Gonzalez, Burmov, Robles	Strategy #5
04/08/2016	Caraher, Gomez, Vazquez, Sontag, Zaragoza, Melania Gonzalez, Burmov, Bravo-Ruiz	Processing 4/8 Staff Input on CIWP
09/12/2016	Burmov, Robles	updating PD information to the CIWP

School Excellence Framework

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

Domain 1: Culture of and Structure for Continuous Improvement
Final Score: 3

CATEGORY A: LEADERSHIP AND COLLECTIVE RESPONSIBILITY
Evidence:
1. Consensus on Shared Vision (Score 1)
The school has a shared vision; however it is not well publicised nor has it been updated in years.
Demographics Considered: The vision address all students, but it does not address all groups of students. (Delta: we need to address socio-emotional group, specific groups such as diverse learners and English language learners)
Help Stakeholders Undstd: There's a disconnect between the stakeholders and the school vision. The disconnect being they do not know it; not able to analyze it. (Delta: school vision needs to be revised/updated and publicized; school calendars, during our vision)
Informal/Formal Ways to Champion Vision: As a school, we do not emphasize all opportunities to champion the vision. (Delta: After the vision is revamped, the ILT could investigate how to connect the powerful practices to our new school vision)
Actions/Decisions Aligned to School Identity/Vision/Mission: Not all stakeholders are consistent in reflecting school's core values. (Delta: A school-wide plan where every stakeholder is aware of the school's values and beliefs; making it short and concise.
Identity, Vision, and Mission drive school decisions: The vision is so broad that it could fit for any school. (Delta: There is a need to specify the vision to cater it to Sawyer)

2. Culture of Collective Responsibility (score 3)
Vertical articulation is in place, but due to lack of time, it has not reached its full potential. 89% of teachers said that most or nearly all teachers Feel Responsible That All Students Learn. (5E)

3. Empower Others (score 3)
Shared Leadership: N8TLs attend N8 PD on unit planning. Instructional COaches attend N8 PD. Teachers are encouraged and have the opportunity to request school funds for outside PD (follow LSc protocol). [Funds were allocated.] Principal-directed Grade Level Meetings serve to build the capacity of teachers to follow the data-driven decision making process.
Capitalize: GLCs support Grade Level Teams. N8TLs provide support on unit planning. Coaches support new teachers and school/N8/CPS initiatives.
Listen/Synthesize: PPC meets with the principal monthly to problem solve. Admin is present in GLMs/GLC meetings to field concerns.
4. Employ Skills (score 3)
Master Skills to manage change:
Reading: When BAS was rolled out this school year, training, support and substitute teachers were offered to be able to administer the tests BOY and MOY.
(delta: pace BAS testing so that it doesn't overlap with ACCESS and NWEA)
Math: Trainings were offered in August and November for Envision; Go Math training was provided in November and February; Math Coach supports as needed. Unit plans will be written after implementation and next year we will revise the units. Learning curve for the new curriculum. (delta: time is needed in August 2016 for vertical and horizontal articulation.
Steer Through Challenges: When glitches arise, admin team reassesses for improvements such as asking teachers what type of sub they would like for BAS testing: full day or partial day.

5. Instructional Program with Learning Goals (score 2)
Math new curriculum will allow us to have coherence. Some grade level teams have coherence. Some do not.
(delta: literacy, social studies, science need instructional coherence- vertical and horizontal alignment) (delta: although preps are arranged for vertical meetings, principal directed times are not allowing for vertical conversations)

6. CPS Framework for Teaching (score 4)
Model Goals: If a teacher presents an area of need after a formal, informal, or PQS observation, admin or coaches act as supports in area of need for teachers aligned to CPS framework.
Evidence: Reading and math instruction improvement decisions are grounded in research and best practices or initiatives from CPs and network 8.

7. Prioritize (score 4)
Buffer Distractions: Quarterly Benchmark Assessments were buffered.
Limit goals/High Leverage: This school year has emphasized balanced literacy (data driven instruction), new math curriculum, Latino curriculum, SEL with 2nd Step, and bilingual education in K-1.
Prioritize: Feedback given to teachers by admin is focused on challenging more content to engage students more, and to ultimately raise achievement.

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

CATEGORY B: ILT (Meeting 1) SCORE 3
Evidence:
1. Inquiry (score: 2)***
Insight/New Action/Adjust to Address Root Causes: ILT reads articles on a monthly basis, conducted 1 learning walk, and reviewed learning walk results to gain insight.
Is it Working?: _____
Vet Initiatives/Strategies: _____
Monitor Actions- If Not, Why Not?:_____
b-d: We are still in the working stages of selecting a initiative strategy. The ILT is newly formed, but in the "develop plan phase."
2. Shared Leadership (score 3)
Shared Leadership and Representation: The team has evolved into a better understanding of its purpose and priorities. Some are still building their capacity.
Membership: Members include representation from 8th, 4th, 3rd, 2nd, 1st, Counseling, DL, and Bilingual. (Delta: lacking content areas in the upper and resource)
Balance of Work Styles: We currently have one facilitator taking the lead. We have a balance of work styles, where one individual is known for providing productive push-back, one person is task oriented, and another synthesizes.
3. Protocols/Questions (score 3)
Sphere of Control: Our hypothesis connected to teacher instructional practice.
Protocols: Problem solving process is currently being used to arrive at a powerful practice. Multiple data forms are analyzed. The learning walk was guided by the use of a rubric.
Root Cause Analysis: The team explored the root cause to why our scores are at the current status. Teachers need to meet the needs of students better.
4. Data Sources (score 4)
Gathering of Data: On/Off Track data, ACCESS, NWEA 3 year Cohort Growth and 3 year trends, 2 year SQRP comparison, REACH Teacher evaluation (areas of strength and growth),Attendance Monthly Reports, BAS.
Disaggregated Data: The team took a deep like into the Els and DLs. We looked at trends of the data as well.
5. Schedule/Structure/Frequency (score 4)
We meet every 2 weeks.
We have an agenda with outcomes.
6. Transparency & Stakeholders (score 2)
Members encourage equity of voice, and question when questions are not posed. Members come prepared with their "homework."
There are no celebrations shared outside of ILT to date . (Delta) Problem solving process is used to pinpoint a powerful practice.
The ILT has shared 1 update with teachers thus far. (Delta)
The ILT shares updates with LSC monthly.
7. Capacity of Teacher Teams (score 2)***
ILT participates in quarterly PD given by N8 to improve our leadership.
We are still in the working stages of selecting a initiative strategy. The ILT is newly formed, but in the "develop plan phase."

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

CATEGORY C: PROFESSIONAL LEARNING (score 3)
Evidence:
1. Select/Design PL (Score 2)
a: There are leadership teams that target specific gaps to create school action plans (NWEA, BAS, On/Off Track, REACH, ACES, classroom assessment, etc). Data is implemented and analyzed throughout the school.
b: Administration uses research about best practices and shares techniques and strategies to implement within the school and classroom. They also research resources.
c: Administration has sent surveys to staff soliciting feedback on book choice and pds.
(Delta: Admin needs to solicit more feedback from staff for PD)
d: There was an initiative attempted but not fully realized. (Delta: More PD needs to be provided)
e: (delta: there needs to be more differentiated PL)Individual teachers look for opportunities but there is no whole staff differentiated PL opportunities provided.

2. Implement PL (score 3)
a: There are recommended, provided, and encouraged PL opportunities related to individuals' specific areas.
b: Staff is encouraged to bring new knowledge and resources to the learning environment. Many of our teachers have taken advantage of outside resources, grants, course-work, private funding opportunities. Some examples would be classes with MSI, and grants from Donor's Choose, bringing in Hubbard Street Dance, Ravinia, Smart Museum, etc. (delta: there should be more teacher-led PD)
c: A few teachers have acquired the Rochelle Lee- WITS grant for resources and professional development in literacy. A team of Science teachers are pursuing MSI coursework.
Few teachers take advantage of outside professional learning opportunities sent to our emails from administration, such as Facing History and Ourselves, Edutopia, Saturdays with OLCE, Illinois Association of Gifted Teachers Convention, Ravinia, and Lucy Calkins Units of Study. N8TLs provided a PD on DOK (rigor)

3. Time for Collaboration (score 3)
a. Admin and coaches informally arrange peer observations for a few teachers. Our literacy consultant has a established a cohort of demonstration classrooms in K-3; year 1 cohort DCTs have been used for a few teachers to observe and DCTs to observe each other (some).
49% of teachers say they never Observed Another Teacher's Classroom To Offer Feedback. (5E)
25% of Ts said they never Observed Another Teacher's Classroom To Get Ideas For Your Own Instruction. (5E)
b. During prep time, lunch time, before and after school, teacher teams support one another by sharing challenges and offering suggestions. Structure to meet: Certain lunch schedules and prep schedules are designed so teachers can collaborate vertically and horizontally.
c. Teachers informally share their expertise as the need arises. (delta: create a professional learning community based on team's needs?) Is this a good place to add that we need time together to discuss specific needs of specific students that more than one teacher sees in the day?

4. Safe Practice (score 4)
a & b. Math: There is allowance for learning curve with the new curriculum. Math unit planning has been delayed to allow for teachers to become acclimated to the new curriculum; they will be devised after implementation so as to reflect on what was taught and is needed.
Reading: BAS we have been given time and lots of structure on how to group the students once the testing is complete. Subs have been provided to teachers to give us time to test the children. We have been given feedback on proposed strategies and/or groupings .Training and Calibration on testing was offered for teachers as needed.
CER Powerful Practice: teachers were given ample amount of time to safely practice our powerful practice, CER 89% of Ts feel that PD Included Enough Time To Think Carefully About, Try, And Evaluate New Ideas. (5E)

5. Monitor Implementation (score 3)
Admin provides informal check ins and PQSs for coaching and actionable feedback more consistently in the beginning of the school year to determine trends of needs. (delta: admin needs to continue frequent non-REACH observations)

6. Support for New Teachers (score 3)
Model Goals: All new teachers are assigned to our new teacher coach (Ms. Tam) and a mentor to support them with logistics and pedagogy. (delta: add "teaching partners" so that everyone has someone to collaborate with on something- possibly better for middle school)
Evidence: All new teachers are given special PD after school by our new teacher coach.

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

CATEGORY D: ALIGNED RESOURCES (score 3)
Evidence:
1. School Day (Score 3)
a: ALL Teachers utilize the CPS instructional time guidelines for scheduling instructional time for each content as evidenced by the time distribution sheets. ILT had seen disconnect between established times and what is actually happening in the classroom (seen through Learning Walkthroughs). (delta: some GL's may need help organizing a schedule that is most efficient for travel times and locker times, keeping in mind the number of minutes between teacher lunch and going to pick up the students from their recess/lunch).
b: Literacy Block in K-2 have been reviewed and offered feedback so that academic-engaged time is maximized. (delta- possible AB scheduling in MS to increase intervention time and academic time).

2. Align Budget to CIWP (Score 3)
a: Money spent from budgets for Common Core and/or research based books, materials, and programs.
b: School clerk leverages strategic source vendors for gathered material lists from teacher.
c: Individual teacher seek grants; Donor Choose, Bilingual department, grade levels). Many ARTS grants supplement the arts programs.
d: This year the school received funds from NCLB and they were used to hire a position for special education for the primary grades very much needed. (delta: Why do we not hold monthly fundraisers for the school or rent out areas like the gym or the stage to members in the community?)
e. An example of how the school maximizes supplemental funding, science department received funds based on solicitation and proposals to administration. Supplemental funding is used for academic afterschool programs such as Check and Connect. (delta: allocate funds for more after academic programs throughout K-8)

3. Streamline Purchases (score 4)
a. Most orders have quick turn-around from order to receipt.
(delta: Orders not purchased with school funds can have a system for retrieval)

4. Consequences to Resource Allocations (score 3)
a. There is a fair chance for all grade levels to share resources. Everyone is encouraged to write grants for more resources. Scholastic News and other periodicals support CCSS shift to informational and complex text. Manipulatives are provided to supplement math curriculum.
Math Curriculum is aligned to CCSS and has yet to be assessed for its effectiveness.
Online programs will have be evaluated for effectiveness/impact on student achievement.
(delta: Do we check to see how many teachers are using technology resources and book resources and math manipulative resources (and so on) and if they are, how it is helping the students? Do we check if others would use the resources that are not being used by some?)
(delta: is there a way to assess the effectiveness of the materials purchased?)

5. Hiring Team (Score 3)
a. Adhock teams are utilized for hiring process of staff.
b. The Hiring Team utilizes a protocol for questions to select highly qualified candidates.
c.No evidence of demonstations of classroom lessons (delta: ask for teacher volunteers to be on the "hiring team" to assist with second interviews or to watch mock lessons in front of a team of teachers or volunteer students over the summer).
d. Administration and/or hiring process team does check previous performance.

6. Balanced Team (score 4)
a. Students have fair access to high-quality teachers.

7. RSPs (score 1)
a. Speech Pathologist supports teachers.
(delta: effectively leverage psychologist and social worker)

8. Data for Retention (score 2)
a. Staff is encouraged to attend outside PD to grow in area of their interest or professional need.
b. Staff is invited to join a long list of committees and opportunities to get involved and to lead (and to shine). When teachers want to begin a new initiative, they are given the opportunity to lead it.
Certain staff have been encouraged to assume leadership roles: REACH Liason, Arts Liaison, N8TLs, GLCs, ILT, and instructional coaches.
c.(delta: form a strategy for retention)
d.(delta: begin exit interviews/surveys of outgoing staff)

9. Outreach (score 4)
a. BAC/PAC/LSC promote community involvement through workshops. Mexican Consulate offers Grade School Equivalent Courses. Daley College offers ESL/Computer and GED Classes. Chicago Public Library promotes library card registration.

10. Partnerships (score 3)
YMCA has a shared vision of promoting/impacting student achievement. Daley College and Mexican Consulate have a shared vision of raising the literacy and educational levels of our parents.
(delta: we need to have a revised shared vision in order to share it with partners and ensure that they are aligned to our vision)

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

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1 2 **3** 4

CATEGORY A: CURRICULUM (score 3)

Evidence:
1. CPS Content Frameworks (score 2)
a:
ELA: Most units were created using the CPS Content Framework. Some grade levels have ELA and SS integrated. Writing is paced according to CPS framework. ELA units include a balance of informational and literature text.
Science: Middle School team has vertical conversations.
K-5 science and social studies teams created a scope and sequence aligned to the Quarterly Benchmarks and CPS Benchmark. (Delta: There may be a lack of inquiry.)
Social Studies: Middle School Units are not currently aligned to CPS Framework.
Math: Teachers have acquired new k-8 curriculum and are in the learning stages. (Delta: Aligning the units with CPS Framework)
Most teams use MARS Tasks (which are in the framework).

To date: Writing Opinion/Argument articulation is in process 2nd-3rd quarters.
Summer PD on RL3
Planned vertical for end of Jan-Feb: SS, Science, ELA.

2. Units to Scope/Sequence (score 2)
a: There is horizontal alignment in 6th-8th social studies units.
The Gifted Team (1st-4th) has developed vertical articulation of ELA units.
b:Math: Currently the new book is the pacing guide (k-8).
Science: 6-8th collaboratively plan unit topics need to be covered/paced according to the required NGSS.
ELA: Primary teams focus on topics weekly. EL classes sometimes have delayed pacing. Gifted has a more advanced pacing.

3. Big Ideas (score 4)
a. K-8 ELA and Math Units, MIddle School (all content) Units, contain EUs.

4. Text Complexity (score 4) ******** take 4 and 2
a. ELA Units have a balance of literature and informational.
4 PART 2--- LANGUAGE (score 2)
a. WIDA standard levels are present in units, but not explicitly shared or taught alongside content goals.
b. There is explicit instruction when building students' discussion skills (CCSS)

5. All Learners (score: 2)
a.Diverse Learners: We are still in need of a K-3 Bilingual Special Education Teacher. Coteaching and differentiating occurs in some 4th, 6th-8th inclusion rooms. K-3 DL support is generally in pull out. No support is offered in social studies and science to most DLs. Social worker provides services to DL students and goal sets with homeroom teachers. School counselor offers group counseling to a targeted group. (score: 2)
b.EL: WIDA Proficiency Levels present in units. (Delta: Professional development on EL strategies needed for new teachers and follow up for those who have already participated in PD. Including where to find the standards.) (score: 2)
i. There is a lack of inclusion of language standards and differentiate the objectives. (Delta)
ii. Bilingual Program: K-1 classrooms have begun a new bilingual program emphasizing the proper acquisition of Native Language.
2nd-8th: Meanwhile 2nd-8th grade is a separate program with students varying in native language and English acquisition and instructional program histories. We are currently not differentiating consistently across subjects and grade level according to proficiency levels. There are varying challenges to support newcomers and/or PY 4-8 students with low ACCESS scores. Has recently received resources (Oxford Picture Dictionaries and SS and Sci Content Picture Dictionaries). Lacking language development curriculum. (Delta: lang. devlpt. curr.)
c.Advanced Learners: We have launched a 1st-4th grade Gifted Program for those top performers. Each year over the course of the next 4 years we will introduce 5th through 8th grades. The ELA curriculum is accelerated by 0.5 year. These units offer concept-based learning. Differentiation is occurring in some rooms outside of the gifted classroom. (score: 3)

6. Courses (score: 4)
a. Algebra is offered to those meeting criteria in 8th grade. (attendance, NWEA, grades, teacher rec.) Gifted students were selected based on NWEA, teacher observation, grades.

7. Academic and SEL (score: 3)
a. Some units are written with SEL foci. Novel studies have integration with SEL. Health courses emphasize SEL.
b. K-8 teachers were trained in Second Step, offered the curriculum, and have time embedded in the weekly schedule. Upper grades may need more integration into their units, as it may not be received as well as the primary and intermediate. (delta)
c. School counselors provide multiple opportunities for outside organizations to present specific, relevant, timely topics.

8. Real World Application (score 3)
a.Some of the classrooms are connecting to the outside world using web capabilities such as
ePals and Mystery Skype.
b. Some teachers acquire partnerships with organizations:
Field trips tied to class learning: Argonne visit, High School visits transitions, Garden Club shares plants, BOOF (banking), College and Career, Junior Achievement, Museum of Sci and Ind, Ravinia, CSO, Rock for Kids, Problem Based Learning (middle school), Scales and Tales, Agriculture in the Classroom, Safe Humane, Dental, and Hubbard.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 **2** 3 4

CATEGORY B: INSTRUCTIONAL MATERIALS (score 2)

Evidence:

1. Curricular Plans (Score 3)
a: Most materials are aligned to curriculum standards; some instructional materials are outdated. (delta: content-based curriculums should be Common Core aligned)

2. Varied and Flexible (Score 3)
a: Most teachers will utilize outside resources for learning objectives and needs: Online resources, money from grants, private donations, etc.
b: Most teachers are using a variety of tools to reach a variety of learning styles in the classroom: Primary sources, video, audio, 1-pagers, novels, read alouds, manipulatives, G/O's, hands on activities, Socratic Method, online sources, interactive applications, choice

3. Identifying Appropriate Tools (Score 3)
a. Applications and technology used is decided by grade level appropriateness. (chromes vs. iPads). Most teachers formal and informal assessments to determine appropriate materials for students.
b. Materials used are current and modern or are connected to current events and real-life situations. New Math curriculum books and technology is being used vertically grades: ?? to ensure common core concepts and processes are being taught. Some teachers are designing curriculum and original units in all subjects to include 21st Century standards.

4. Available and Accessible (score 2)
a. 67% of Ts feel that There Is Consistency In Curriculum, Instruction, And Learning Materials Among Teachers In The Same Grade Level At This School. (5E) Through the support of administration, teachers can request items to be purchased and can also use outside sources such as Donor's Choose to acquire materials for student use. The Leveled Library is equipped with guided reading resources for levels A-Z in English, and will be fully shelved with Spanish leveled text from A-Z.
b. ELPT was able to distribute science and social studies dictionaries for EL's. Every room library has a Spanish section. All documents sent home are in both Spanish and English. There are plenty of translators willing to help if a student and a teacher needs something to be in native language.
(delta: newcomers need Spanish materials in 7th and 8th grade)
c. No longer have a physical library, but technology takes the place of the distribution of physical reference books. There are books in the basement in the Sawyer building and a book room in the computer lab in the Spaulding building. Each 6th-8th grade team has has Lucy Calkins units of study (with eversions of Argumentative/Persuasion Writing to use and to share).
(delta: bilingual department and English primary need more shared reading books- BIG BOOKS and read aloud with a purpose)
(delta: do we revive the school library???) ---Can we get a librarian/teacher as a resource class?

5. Conveying Conceptual Knowledge (score 3)
a. Few teachers use discussion guides, online applications that allow for interactive learning such as Webquests, Pear Deck, Poll Everywhere, Padlet, Plickers, TodaysMeet, and more.
b. Few use technology to assign assessments, readings, self-assessments and more. Some use technology for everyday use to track behavior, communicate with families, have students blog or type out their work, allow students to publish or share their work, and more.
K-8 Math curriculum have multimedia supports. Math classrooms use IXL or Mathletics. Lowest performing students in K-4 (according to NWEA) utilize Lexia program.
(delta: move to 1:1 initiative? NEED hardware!)
c. All teachers are assisted in tracking data of their students reading levels using scores from NWEA so that we can find the grade level that is most appropriate for each student. Some teachers use online readings to meet the needs of the students' reading levels. (Raz kids, newsela,

6. Learning and Expression of Knowledge (score 2)
a. Some teachers use differentiation of content, process, and/or product (therefore ILT is in progress to implement this support for teachers school-wide)
Websites like Lexia, Read Theory, News ELA, Raz Kids, StarFall, ABCya, Khan Academy and IXL/Mathletics are used to meet the needs of different performance levels.
(delta: more ways need to be found to consistently meet the different performance levels in k-8 using a variety of instructional materials)
b. Most teachers model using think alouds, videos, and gradual release of responsibility.
c. (delta: processes, tasks, and products created with technology should be reviewed for their rigor/demand.)
d. Technology is not just used to look something up or type something up by Most teachers. Few middle school teachers are using interactive apps and webquests to enhance student curiosity and inquiry about a topic.
(delta - we still want to increase curiosity, creativity, PBL, and inquiry)
e. Students are using primary sources and reading real news. Students are learning about culture and identity through Latin Curriculum studies at least one unit per teacher per year. Most teachers build off of prior knowledge/ students' funds of knowledge.
(delta: off-track data suggests a percentage of students do not understand what they are learning or unmotivated to obtain passing grades)
(delta: Teachers need to explore how Ss can demonstrate learning in a variety of ways- differentiation)
(delta: k-5 need science materials for teaching scientific thinking)

7. Engaging and Learning (score 2)
a. Most teachers offer students choice of TOPIC/content of WHAT to learn. However, few teachers allow student choice of what types of instructional materials they can use: readings, videos, interviews, poems, hands on materials (and so on to fit the variety of learning styles)
b. Few teachers implement bibliotherapy to help social emotional learning take place within a reading unit (or other subject?). Most teachers utilize brain breaks and movement in the classroom to address physical needs. Some teachers use stand and declare and other debating/discussing strategies to guide students to think differently and to judge/analyze the way they think and to allow for more speaking and listening opportunities in the classroom.
c. Upper grade science uses non-print consumables through science projects. ARTS department offers many opportunities for hands-on learning.
(delta: Primary/Middle school grades need more non-print supplies/hands-on learning throughout core subject areas).

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

CATEGORY C: RIGOROUS STUDENT TASKS (score 3)

Evidence:
1. All Students Can Learn (score 3)
a: High learning expectations is evidence by learning contracts and by one to one conferencing. NWEA scores serve to motivate student progress. All clubs including sports programs require students to maintain passing grades. (delta: create a school wide practice/push with common language for building the soft skill of perseverance)
b: Teachers provide before and after school assistance where students can peer tutor or tutor other grade levels. They also create a collaborative classroom community where students feel safe to share their talents with each other. Some classrooms use self-assessment/group assessment to hold each individual within a group intellectually responsible and reflective on their work, Some teachers have structures in their routines that ask students to address critiques, make revisions, and add details, or help peers.
54% of teachers report that they sometimes arrange time for Students Provide Constructive Feedback To Their Peers And To Me. (46% almost always) (5E)
(delta: create a school wide practice/push with vertical articulation of common language for K-8 students to address critiques, make revisions, and help peers)

2. Cognitively Challenging Tasks (score 3)
a: Some teachers use Bloom's Taxonomy and D.O.K. to create an enriching curriculum that holds students to high expectations. Teachers create projects that allow students to analyze, synthesize, and reflect on their knowledge of the project. Teachers consistently challenge their students to self-assess their own knowledge/learning.
b: Some K-8 units have integration of multiple standards and content.
(delta: encourage or implement a system for reading and SS to be more connected- horizontal learning)
c:(delta: How do we get past CCSS math and new curriculum to support students to productive struggle?- TRU MATH)
64% of Students feel that Ts ask difficult questions. (5 Essentials)
73% of Ss feel that classes challenge them.
92% of Ss feel that classes make them think.

3. Key Shifts in Literacy (score 2)
a. Complexity: Close reading is emphasized in the middle school.
(delta: build academic vocab?)
(delta: revisit close reading in K-4)
19% of students report that they never Debate The Meaning Of A Reading. (5E)
b. Evidence: CER is a school-wide initiative, many classrooms have models for using text evidence posted in the classroom. Most teachers require students to cite evidence from the text.
c. Knowledge (non-fiction): Many units in the primary and middle grades are interdisciplinary units that incorporate Science and Social Studies and integrate informational and fictional text.

4. Key Shifts in Mathematics (score 3)
a. Focus: Most teachers focus on fluency and number sense.
(delta: Operational fluency is an area of need with our students.)
b. Coherence: With new curriculum, there are progressions for stressing key beginnings and key end points.
c. Rigor: Reasoning is emphasized K-8, especially Math Talks.

5. Create Authentic Work (score 3)
a. Some teachers use authentic tasks with authentic audiences. This is evidenced in the projects/student work displayed in the hallway.
(delta: support teachers -PD- with developing authentic tasks with authentic audiences)

6. Showcase Qualities of Strategic Thinking (score 2)
a. Some teachers using writing workshop model analyze models of work with students. Emphasis on 3rd quarter writing (opinion/argumentative) includes use of models and rubrics for vision of quality
(delta: develop rubrics with students or preview rubrics- constructivist approach to rubric creation?)
b. N8TLs provided a workshop on analyzing tasks in our units for DOK levels.
c. (delta: Need more LASW- looking at student work- protocols for GLMs)
(Gifted: delta: time to ensure gifted instructional practices to all units; time for revising last year's units)

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.

- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 **2** 3 4

CATEGORY D: TRANSITIONS, COLLEGE, CAREER ACCESS, AND PERSISTENCE (score 2)

Evidence:
1. Successful Transitions (score 3)
a: Most teachers support the transition of transfer in students. (delta: provide proactive support to transfer in Ss.)
b: Monitor logs for the students who transition out of the bilingual program. (delta: Coaching is needed around EL exited students)
c: High School field trips are provided for 8th grade students based on their interest in certain schools/programs in the fall. Representatives from High Schools do presentations for 8th grade students. Students participate in High School Investigation day in May. The college and career class for 6th and 8th grade students covers different topics related to transitioning to High School.
d: Bilingual summer supports and bilingual bridge programs are in place for summer learning.
i: Step Up to Kinder summer program to 31 students.
ii: (delta: academic struggling summer program)
Every year we have a Visit your new teacher Last Day of School Day.

2. Awareness (score 2)
a & c: (1, 4, 6, 8th) College and Career Class and curriculum emphasize exploration of career interests/goals and colleges. (Argon, U of C) Some teachers take trips to high schools
(delta: visit colleges! Kinder, 2nd, 3rd, 5th, and 7th need college and career curriculum/plan; some classes in 1st, 4th, 6th, and 8th)
b: Long term planning and goal setting around a career through BOOF and in-house college and hnhnhcareer ready mentoring. We encourage a variety of future career choices summer programs that are happening outside of the community and are free for the students. All 8th grade DL's have transition plans with their IEP's to help transition to high school.
d: Counselor, BAC and GIfted Team: High Jump, Promotion Policy (parents we offered resources and supports for how to support parents), parents of gifted students were offered presentations on expectations and suggestions for how to help their child's in academics.

3.READINESS Access to College Prep Curriculum (score 3)
a. Thirty 8th graders meeting criteria in attendance, NWEA score, and grades are eligible and attend 8th grade algebra classes.
b. N/A
c. All 8th grade teachers meeting with their students for goal setting using the provided goal setting graphs and data to help them make short and long term goals. We provide support for increased attendance and better grades using the off-track data and reach out to students for a check and connect program.
d. College and Career Classes (select 1st, 4th, 6th, 8th rooms) provide emphasis on exploration of college and career, mindsets, skills for academic planning and goal setting
1st grade rooms emphasize on habits of highly effective students.
e. Few teachers work on personal goals at the same time as academic goals. Few teachers also have specific ways to organize class materials that is taught and monitored throughout the year to encourage work habits.
(delta:A way to help teachers develop students' soft skills: persistence, engagement, work habits, self-regulation)
f. Naviance is not fully rolled out yet.

4. Transition to College score (score 1)
a. College and Career Classes (select 8th rooms) will be researching colleges, living wage options, We will use OverGrad website.
(delta: training for Overgad and Naviance; what will college awareness look like in classes outside of the college and career classes? k-8 need vertical articulation of college and career awareness and readiness and middle school needs A and R as well as transition and success)
b. Family outreach is lacking in K-8 regarding HS location and possibility of college. (delta: family outreach around college possibilities)

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
    - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
    - Monitor the progress of English learners after transition from services.
    - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
    - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
        - Use student data and best practices research to develop focused programs.
        - Expand access beyond students who are struggling academically.
        - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
    - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
        - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
        - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
        - Start the conversation about college in primary grades.
        - Make parents aware of academic opportunities and supports for their child.
    - **READINESS – Ensure equitable access to college preparatory curriculum.**

- Provide access to 8th Grade Algebra to all eligible 8th grade students.
- Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1 **2** 3 4

Domain 3: DEPTH AND BREADTH OF QUALITY TEACHING Final Score: 2

CATEGORY A: INSTRUCTION (score 2)

Evidence:
1. Suitable Approaches (score 3)
a: Reading: Guided Reading is expected in K-3 (encouraged in 4th and 5th as well) Literature Circles in 4th-8th. Read aloud, shared reading, Booktalks, fishbowl conversations, working on drive and other sites to help students with the process of learning, writing process, anticipate student misconceptions (unit planning) are used in most rooms.
Math: Blended learning is used in math in most K-8 rooms: Web-based, interactive games/videos, individualized practice on IXL and Mathletics.
Science: All of 6-8th science classes use labs/experiments. (delta: K-5 classes need support with labs and the develop of scientific thinking)
Social Studies: Integration of social studies is used in most K-5 rooms. 4th-8th uses Project based approach for social studies.

2. Communicate with Students (score 2)
a: Purposing was a PD topic in 2014-2015. Middle school is has more evidence of purposing.
When students are asked during formal and informal observations by admin, half may know the relevance to the learning.
b: There is a section for misconceptions is in the unit plan. Some teachers obtain student misconceptions if they use pre-

assessments.

c: Conceptual Understanding: Most teachers complement reading with writing instruction.
Social studies- past and current; connecting historical events/era to present day events and applying knowledge to develop a deeper understanding of it. Some teachers give Ss choice for further explanation. All teachers ask students to activate their prior knowledge when exploring topics.

d: Few teachers extend the content by explaining concepts to their classmates. Some discussions throughout the school inadvertently lend themselves to extending the content. (delta: extending content by explaining concepts of concepts - distinguished 3a)

e & f: Language Development: In K-5 Math vocabulary is built in to every topic with a picture. Math Talks (and MARS Tasks) in K-8 support student use of academic vocabulary. In Reading, books talks, discussions, presentations, literature circles, (delta: How do we encourage language development and support S understanding of content through discussion? word walls? We need to develop a structure for English language development.)

3. Questioning and Discussion (score 2)
a. N8TLs presented how to analyze the DOK tasks in their units. Few teachers have anchor charts showing leveled question stems. Few explicitly teach students how to form questions for their peers. Few teachers engage in advanced high level discourse (delta: supporting what K-8 discourse looks like and how it can be scaffolded)

b. Few teachers implement nonfiction connections in any subject during which groups of students can discuss their responses and opinions about it. Most middle school teachers teach format for argumentative writing and/or making arguments for your opinions about math or reading. Few Ts explicitly teach students how to form questions for their peers. Few teachers provide sentence stems. Some teachers have their students engage in discussion about the content through book talks, vocab talks, science talks, math talks etc.

c. In some classrooms, booktalks are used. In book talks, students are leaders and are encouraged to get everyone involved. There are roles given in most cases so people are in charge to enlisting answers from unheard students. Few teachers use popsicle sticks to ensure to call on more varied students. Some teachers successfully can take a step back while students bounce ideas off of one another.

d. Most K-8 social and science teachers have students writing with claim (relevant evidence) and reasoning. Few teachers have students verbally explain their CER during math talks.

4. Engage Students (score 2)
a. Complex Texts: Most teachers scaffold by the way they group students,
Most teachers offer scaffolding in the form of graphic organizers, note-takers, and outlines for only groups of students who need these or the whole class. Few teachers have picture word walls to assist for EL's and DL's. Most K-8 teachers offer different levels for books and articles using online sources (RAZ kids, NewsELA, Readworks, Readwritethink, scholastic,) and guided reading book rooms (from Spaulding building). (delta: balancing exposure instructional level with complex text- literacy)

b. In Guided Reading in K-3 most teachers provide individual and group based targeted instruction to meet students needs. In 4th-8th, informal assessments and NWEA data is used to provide group instruction in reading. Some teachers use Mathletics and IXL to offer targeted skills students are struggling with, and they adjust the student's individual plan accordingly.(delta: guided math needed)

c. (DELTA: provide instruction designed to develop language domains for English learners).

5. Monitor Teaching (score 2)
a. Monitor progress: NWEA scores are reviewed at every testing cycle by all teacher (reading and math). K-3 teachers use 3 F and P BAS test administrations as well as running records in order to monitor progress in reading. Few math teachers use skills checklist to check for understanding. Most teachers use exit slips. Math teachers in K-8 that use Mathletics and IXL can monitor skills progress. Teachers of Lexia students can monitor skills progress.

b. Most teachers use NWEA, BAS, (K-5) Envision, (6-8) Go Math, IXL and Mathletics and data to regroup students to plan instruction. (delta: use of guided math planning) (delta: analysis of science NWEA data in 4th and 7th)

c. Most K-8 unit plans include Mars Tasks. All gifted classrooms offer multiple pathways for students to demonstrate understanding of objectives. (delta: PD on how to offer multiple pathways for students to demonstrate understanding of objectives)

6. Adjusting Instruction (score 2)
a. intervene: Some PSRPs offer small group support in reading/math. Guided reading offers intervention to student not on level in K-4. There are 3 ESL after school intervention classes. Few teachers informally provide after school supports for math and reading enrichment. On track data has a significant amount of students with D's and F's.
(delta: intervention in a timely, and effective manner)

b. intervention/enrichment: 2 Algebra classes are offered before/after school. Few teachers offer impromptu adjustments to individualize instruction. (delta; individualizing instruction)

c. Few teachers use the MTSS procedures to trace effectiveness of interventions and collect data.(delta: trace effective effectiveness and have discussions on interventions)

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

CATEGORY B: BALANCED ASSESSMENT & GRADING (score 2)

Evidence:
1. Provide a Comprehensive Picture (score 3)
Few/Some/Most Teachers supplement MAP/Nwea with Parcc, Reach, teacher-created and online pre-assessments, anecdotal observation, questioning-strategies, entrance/exit slips, KWL, teacher-created games, multiple points of time, and self-assessments.

2. Identify Gaps and Monitor Improvement (score 1)
a: Some DL teachers monitor DL's improvement and provide interventions. All students are being tracked through NWEA tracking data sheets.(delta: There is a gap in services between MTSS and off-track.)

3. Assessments Accessible to Students (score 2)
a. Some tests are provided online for students to listen to and type rather than write, some students are given more time, other modifications include: language usage on the test, given fewer questions, queuing and reading the tests, few scribes, change of location, modified questions and formats for the answer. (delta: How can we more fully accommodate EL's with our assessments?)

4. Key Shifts in Literacy and Mathematics (score 3)
Some teachers/units include a variety of key shifts in each assessment by including different types of questions and formats for the answer (short sentences, longer paragraph answers with text evidence (short essay), multiple choice, synthesizing fiction and nonfiction that we have learned in class. (delta: there is a need for including more writing in the assessments/PARCC like tasks) Most teachers ask open-ended questions to allow students to link topics and explore the topic at a conceptual level. Through graduated scaffolded assessments, students are given opportunities to deepen their academic rigor. (delta: there is a need to include more writing in math exploration of concepts)

5. Measures The Development (score 1)
a.(delta:utilize assessment that measures the development of academic language for English learners- need to analyze ACCESS data)

6. Determine Instructional Effectiveness and Learning Needs (score 3)
a. Teachers analyze NWEA, BOY REACH Performance Tasks, Q3 CCSS W.1 writing baselines, and BAS data to determine instructional effectiveness and learning needs. (delta: teacher teams may need to analyze data. Teachers have access school wide data NWEA data. ILT analyzes school wide data. (delta: making time teacher teams for teacher teams to discuss effectiveness and grade level needs)

7. Improve and promote assessment literacy (score 2)
a. Horizontal articulation: teachers working together to create common performance assessments for units.
b. (delta: invest resources in helping teachers evaluate and improve the quality of formative assessments)
c. Quarter 3 CCSS W.1 Writing Plan: Teacher teams analyzed student baselines in order to align instruction and assessment, as well as drive instruction. (delta: teams need protocols to calibrate scoring/grading/analyze quality/alignment to standards in all subjects ***)

8. Grading System (score 2)
a. MAP Progress Reports on Report Cards in yellow folder. Progress reports are sent home
b. MTSS folders document intervention strategies and students progress with them. Student Logger allows teachers to report student academic and behavioral mindset.
i. Teachers measures students proficiency of objectives against the Common Core state standards within the unit. Teams collaboratively design assessments aligned to CCSS.
ii. Learning vs. Behavioral: Many behavioral issues, poor work habits, and character traits also have poor grades. (delta: students with behavioral issues may also need academic support)
c. Consistency/Fairness: There is an inconsistency in scoring horizontally. (delta: common assessments are needed and calibration of scoring is needed, especially when related to DLs)
d. ALL grade levels created their grading policies, categories.

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

CATEGORY C: MTSS (score 3)

Evidence:
1. TIER 1 - Adjusting Instruction (score 4)
a: Students are encouraged to acquire support before or after school by most teachers. Heterogenous partnering is evident in most classrooms. Students are allowed an appropriate amount of time to struggle.
b. Probes, quick checks for understanding, and exit slips are often used to determine student understanding in most classrooms.
c: Program resources, such as Raz Kids or IXL/Mathematics, Read Theory, Lexia Core, are tools used for monitoring progress and check effectiveness of interventions.

2. TIER 1 - Personalized Learning (score: 3)
a: 2nd-8th grade teachers conduct NWEA goal setting 1:1 sessions with students. There is a school wide expectation that lessons are purposed to give students the reason to advance their learning.
b: Some classes use NWEA Student Progress Reports to see past and present progress, as well as future goals. New K-8 Math curriculum provides pre-tests to guide teachers to individualize instruction. Choice is offered in some rooms. (delta: more math training is needed)
c: In some classes, teachers ask students for input on instruction and debrief on practices.
d: Challenge activities are provided to students upon demonstrating mastery in a few classrooms. We now have IXL and Mathletics as an opportunity; technology 1:1 is needed. (delta need tech)

3. ON TRACK - Prevent Failing (score: 2)
a. Check and Connect Program has identified a group of students that are struggling. Newcomer EL's qualify for an after school language acquisition class.
Administration provides Off Track Data to the staff on a regular basis for teacher review. Planning of a tutoring program is currently underway for grades 3-8. The Chill Program takes students who are struggling with academics, behavior, and attendance to work on improving their social skills and attitude towards school. Staff members are connecting with students about why they may be off-track and finding resources for the students to improve. These programs are launching.

4. TIER 2&3 - Monitor support (score 2)
a. School counselor is consistent with follow up and follow through with SEL needs.
K-3 monitors students growth using running records in between 3 benchmark testing periods. ALL ESPs help progress monitor in kinder. Math?
b. Teachers use the problem solving process to plan tier 2 interventions. Tier 3 interventions are not consistently offered due to a lack of staff/funding. (Delta: scheduling in middle school is a concern. i.e. A/B schedule)
c. (delta: determining the appropriate intervention; attendance impedes success of intervention- truant students; follow up is needed on tier 2s; more cohesive efforts to determine interventions)
d. Documentation of interventions is lacking.

5. TIER 2&3 - Implement PLP goals (score 2)
a. Lack of (documentation of) interventions. (delta: need for periodic check ins with MTSS, especially with PLPs; teacher team protocol needed; there is a need for sharing of PLPs with middle school content teachers)

6. Communicate to Parents (score 3)
a. Teachers use technology (Dojo, Class Messenger, email, website and face to face conversations to communicate to parents) offering suggestions about strategies and websites of use to students. Mathletics and IXL websites help communicate concerns or math needs or usage to parents. The school supported parents to subscribe to Parent Portal. There are monthly administrative newsletters often offering tips for families. Promotion Policy Meeting offered by the counselor provided suggestions.

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

Domain 4: Quality & Character of School Life Final Score: 2
Data:

CATEGORY A: Culture for Learning (score 2)

Evidence:
1. Importance of Learning (score 2)
a: Curiosity: Some teachers use inquiry teaching (science). Some teachers offer menu of choices for products. 7th grade want HS exploration and counselor is responding to those interests. (delta:K-5 science initiative will support the cultivation of curiosity in science. /Interest surveys?)
b: As a class we post learning goals/objectives and try to reiterate those as we move through a unit. Students are invested in the learning when given a purpose. Daily pledge recital. Some teachers teach the language of the pledge.
c: ALL CAN ACHIEVE: Rubrics are used. Do overs are encouraged in some classrooms; some middle school students are lacking ownership/efficacy/volatility? (delta: a strategy/approach to motivate middle schooler to take ownership for learning; Mustang All-Star monthly ceremony? gimmick- PBIS)

50% eligible (academic enrichment) High Jump Saturday program participation. Beta Students supporting Check and Connect 3rd-5th grade tutees. All but 3 HS applicants completed the application process (exam, attend meetings/auditions)

2. High Expectations (score 2)
a: 5 Bes are posted: respect, responsible, ready, safe, compassionate/kind). (delta: need academic expectations displayed- (grade band mottos/mantras) - delta: new employees need college banners, replace lost ones)
b: Most teachers teach according to grade level CCSS.
c. Guided reading in K-3 is the common use of differentiated instruction in literacy.
(K-5) Envision offers differentiating resources. IXL and Mathletics helps math teachers in K-8 differentiate. Lexia provides 1-19%ile students identified in September remediation (differentiation) in reading. NWEA goal setting sheets are used for BOY, MOY, EOY. Personal learning goals are used in a few classrooms. Some classes use class graphs. (delta: develop school wide K-8 personal learning goals in all contents and reflection)
d: Students receive dress down cards for one week if they show any growth in either reading or math as an incentive for the MAP. If they reach their goals in Spring, students receive a ticket for a raffle. There is also an NWEA raffle for prizes. Any student who grows in Spring get a t-shirt. At the end of the year we recognize honor roll in an awards assembly. At each report card pick up and at the end of year assembly (three times a year), we post "A" and "A/B" Honor Roll on a bulletin board. (Delta: more frequent (maybe quarterly) recognition/ something for attendance recognition)
e: Some individual teachers offer chances to redo work. (delta- coming up with a plan as a school)
f: Some teachers stay after school and come early to help students who are struggling. Students are encouraged to struggle as long as they are not at frustration levels in order to learn. There is a counselor readily available for students. Teachers check for student struggles with a symbol (thumbs up/down, parking lot, chime in charts) so that students can show trouble in a safe way.

3. Students Take Ownership and Pride (score 2)
a. Teachers provide rubrics and checklists to give students ways to self-assess. During group work in most subjects, and during peer conferences for writing, students are correcting each other and helping their peers. Some teachers use portfolios for students to see the progression of their work (delta- to find strategies to encourage students to take the initiative to self-correct and turn in their best work. Find PD or talk to the teachers to find out if this is happening in their rooms. What are they doing to encourage self-awareness and ownership of their work?)

4. Provide feedback (score 3)
a. Due to our previous powerful practice, many teachers are using more conferences (one on one and small group). Teachers who are using online resources for student work are able to give comments on google docs. Teachers are helping students set goals for NWEA and some set more short term goals with their students.
b.Teachers are projecting directions and task materials so students can self-regulate their work. Many teachers are using google docs, learnzillion, mathletics, IXL, Khan academy, RaZ kids, plickers, pear deck, and other online resources that give students immediate feedback. Students have access to the student portal. (delta- have teacher-led PD to share all of the online resources that we use and what we can do with them to help us provide instant feedback)

5. Develop Academic Mindsets (score 2)
a. Along with conferences, students are setting short term goals to show improvement. IXL and RAZ kids give certificates and messages when they move levels. In guided reading, teachers encourage students to work hard and reflect on their progress. Some students are graphing their progress. (delta- for this to happen more frequently and not just tied to testing)
b. The school has provided the Second Step program to help create a sense of community in the classroom. Students are learning to feel more comfortable with their peers in class through this program. Every class say the pledge in the morning each day.
c. Some teachers create flexible grouping using pre-assessments. (delta- area for improvement)
d.Teachers attempt to offer deposits to students who present the need for positive seeking behavior (Catch them doing something good, behaviorally to balance deposits and withdrawals)

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

CATEGORY B: Relational Trust (score 2)

Evidence:
1. Develop Trusting Relationships (score 3)
a. We are currently working on a Check and Connect program that was originally designed for 25-30 kids. 184 students are targeted for this program using the off-track data. 184/383 students who are off-track based on the 10th week data. Some/Most/Few teachers meet with students to help them get into selective enrollment high schools. Other teachers use after school clubs and in class time to work on social/emotional issues. Some of these after school programs work on real-life simulations for students and adults. 6th-8th grade - Mentors at the academic level for algebra, writing, and BETA. At the 4th grade level, there is a group that is being mentored on a regular basis. Sports coaches check in during report cards and progress reports. At the 6th grade level there is a regular check in. Most 4th-8th grade classrooms are mentored with instruction in college and career readiness as a resource.
k-8th: various sports teams, YMCA, color guard, and to foster creativity there are some after school fine arts clubs (knitting, drama, art, raise your voice, dance). (delta: we believe this happens more often at the upper levels- we may need to have a system for dialogue in the k-5 level).

2. Adult-Student Interactions (score 3)
Most K-5th and some 6th-8th have positive interactions which are evident in the hallways. There is an agreed upon language about behavior and expectations in the hallways. Positive interaction is encouraged school-wide through a student of the month and a pledge of values indigenous to the school that students hear, recite, and try to live up to each day at Sawyer. Most teachers greet students positively in the hallways and in the classroom. (delta: a weekly broadcast/radio show "news you can use" to encourage positive)

3. Student Interactions (score 2)
a. Second Step is a program that helps students build positive relationships, primary grades have a morning meeting to create classroom culture. Students are grouped together across strengths (delta- 6th-8th needs to learn how to engage more respectfully towards each other)
b. In clubs there are students interacting with each other from different grade levels. (delta: book buddies, science swap, math buddies, students teach in other rooms, gallery walks, making books for each other...etc. Science Swap Middle School Science 6th graders split to another primary class to demonstrate a lab. Consider proposals and proposing for Book buddies, Math Mentors and/or Peer mentors)

4. Understand Diversity (score 2)
Latin Curriculum is being implemented in all grade levels. "we-day" is practiced by a few teachers and the YMCA. Some/Most/Few teachers create opportunities to understand our neighborhood through walking field trips and clubs (trips to high schools, GREAT, environmental club going to the community to help, BOOF (banking on our future), Chicago Run community events.
Some teachers explicitly teaches strategies to show mutual respect for differences among peers. (delta: certain slang words that have become norms need to be eliminated through some sort of school-wide or grade level band program/ some sort of system to help with the high level of bullying. We also would like to implement cultural awareness and global awareness to dissipate bias and to understand our biases)
(delta: we need diverse training for parents)

5. Support/Respect One Another (score 2)
a. GLC's are respected; any ideas and decisions that they make are final without argument. CIWP, N8tls are respected shown both in meetings and PD's, ILT is respected at grade level meetings, School Climate team is respected through teacher involvement and participation.
81% of teachers respect other teachers who take the lead in school improvement (5 Essential 2015).
b. Some teachers feel their wealth of knowledge is respected. Some teachers have taken concepts from others, share and collaborate on unit plans, vertical articulation is an ongoing process through grade level meetings where teachers have the opportunities to share wealth of knowledge (delta: some concern was shown through the PPC that colleagues who are experts in their field did not feel respected)
c. Teacher -Teacher Specific committees present during PD and grade level meetings. Most teachers listen and ask clarifying questions. When teachers disagree there is a mutual understanding and trust to clarify or come to a compromise. The ILT engages the teachers through the Powerful Practices.
84% Teachers in the school trust each other (5 Essentials 2015)
90% Staff willingly and effectively collaborate to improve their own practice and school as a whole (Climate Survey August 2015)
96% of teachers feel respected by other teachers (5 Essentials 2015)

T-Admin: Listening is done during GLMs; 62% of teachers feel that teachers to discuss feelings, worries and frustrations with admin. 62% of teachers trust the admin at their word. (% Essentials)

d. Most of the school comes together for major family life events or school crisis/needs by donating, time and money. For example fundraising for staff member's daughter, deceased student, school fire in February 2016. Grant writing, PD both during the summer and evenings. Some teachers and staff are volunteering their time to assist the school community after and before-school.
(delta: need for reaching out to each other).

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

CATEGORY C: Student Voice, Engagement, & Civic Life (score 2)

Evidence:

Students…

1. Have Access to Extracurricular opportunities (score 2)
a. Divergent: ballet K-2, 4th grade choir, 6-8th grade poets, 5th grade choir, guitar club, sewing club, knitting, neuro club, environmental sustainability
Algebra: two 8th grade classes
YMCA: Raise Your Voice, Spirit Team, Arts and Crafts, Dancing Divas, Science Minors, BETA, Tech & Stage Crew, Reading Recovery, VersaTiles Math, VersaTiles Reading, Sawyer Gymnastics, Mustang Superstar, Soccer Superstar, Sawyer Fitness,Color Guard
Outside Providers: ASAS: Passport to Success for 7th graders; High Jump; Chill; Envision Youth Leadership Week
Athletics Program (5th-8th) September to August development of skills/team
(delta: more K-4 extra curricular and enrichment opportunities are needed)
b. YMCA provides data about impact: -------------; Algebra provides success report based on who passes test. Athletics have to have a passing grade and good behavior in order to be on the team to be eligible. (delta: need to measure impact of extracurricular and enrichment: SEL, attendance, or academics)

2. Have Access to Rigorous Courses (score 3)
a. Algebra for 8th graders and gifted program for 1st-4th. Next year we will add an additional 5th grade class. (delta: bilingual programming in gifted will not be available until 3rd or 4th grades; therefore not equitable)

3. Have A Choice (score: 2)
a. Student-Centered/Interest-Based: Few teachers offer student-centered inquiry throughout the year. Some teachers offer 1 student-centered inquiry based project a year.
b. Personalized Learning: Some teachers match learning activities needs. Student interest is used informally in most rooms. Very few teachers allow students to make decisions that affect their learning. GIfted classrooms offer students to option to make decisions to affect their learning. (delta: How can learning activities be personalized to match student needs?

4. Have A Voice (score: 1)
a. (delta: Students need to work with principal and staff to identify issues and implement solutions- student voice committee- student council)
b. (delta: students don't initiate and lead school improvement initiatives)
c. (delta: students don't participate in democratic decisionmaking at the school level)
d. (delta: students identify and research issues of relevance and work together to propose/advocate for solutions.)

5. Connect to Decision-Makers (score 1)
a. (delta: students don't learn about the structures and roles of government and civil society)
b. (delta: students need to learn about issues and candidates, prepare voter education materials and get involved.)

6. Make Positive Contributions (score 2)
a. (delta: civic engagement is not the project of the of entire school. Teachers and school staff does not collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum)
b. Service Learning: Many middle school classes have a service learning project or curricular focus to promote positive contributions. Gifted classrooms 1st-4th have 1 service learning project in their units. Beta has a Canned Food Drive. Greater Food Depository offers field trips where students learn the importance of giving back to the community. Future field trips are planned for next year. (Community in Schools) Delta Dental made a presentation
Illinois Council Against Gun Violence in 6th and 8th. 6th grade project PSA on gun violence.
c. Mexican Consulate Art Content included a writing portion. Middle School 6th grade participates in WE DAY. (Delta: more authentic writing with authentic audiences needed)

7. Evaluate Multiple Viewpoints (score 3)
a. K-8 students reads current event articles and explore current and controversial topics.
(delta: provide gifted PD on best practices to entire staff)

8. Consider Society Changes and Roles in Community (score: 1)
a. There is a strong social justice perspective in a few classrooms. (delta: How do we teach students to know and exercise the roles/responsibilities as a member of community)

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

CATEGORY D: Safety & Order (score 3)

Evidence:

1. Ensure Safety in School (score 2)
a. 5 Essentials: 52% of teachers report that there are threats of violence towards teachers, robbery/theft, gang activity, disorder in classrooms, physical conflicts among students, students disrespect of teachers, and disorder in hallways.
My Voice: 44% of students report that they feel safe outside of school, traveling to/from, in bathrooms, hallways, in classes. (improved)
65% of students report that their peers like to put others down, and don't get along very well.
65% of students treat each other with respect and help each other learn.
71% of students feel safe in their classroom.

After hours: Lack of security, no cameras, and no one in the office. Doors are often left open/ajar. The gym consistently stays ajar/improperly closed. (delta: need for securing building)

Washroom security procedure: Students are still being sent to the washroom in 1s rather than 2s.

The new lunch schedule traffic is a safety concern.

2. Clear Procedures (safety) (score 4)
a. No distress code word for danger in the classroom is unknown. (delta)
Blood pathogen and accident incident protocol is clear to teachers.
ELSA is clearly posted.
Allergen procedures have been provided.
3. Manage Transitions (score 3)
a. Inside class: Routines are established in most classrooms (and often posted) for passing out materials, centers, submitting work, tech return, book check out.
b. Student captains and assignees/jobs/helpers are designated in most classrooms to assist with management of of routines: line leader, door holder, paper passer, etc.
c. Inclement weather and 7:50 early arrival with ESP supervision provides orderly/safe entry.
Transition from one building to another during outdoor recess is dangerous. (delta: cones needed to block off during recess time under canopy) Bullying often occurs during transitions and recess. (delta: need more vigilance during recess time for safety) After school procedures for after school clubs sitting in cafeteria helps with safety as long as they are walked to the cafeteria (delta: better supervision to the cafeteria and in cafeteria need supervision for safety; safety for washroom with ballet needed; same rules apply for bathroom use after school)

4. Positive Behavior (score 3)
a. Mustang Pledge, voice levels 1-3, Second Step curriculum, restorative practices are used in responding to chronic behavior concerns, Student Logger.

5. Teach Behavior Expectations (score 2)
a. Second Step curriculum,
There is no consistent use of voice level 1 in Sawyer hallways. There is no consistent, active supervision in the Sawyer hallways and traveling to/through Spaulding building. (delta: lunch schedule safety concerns; recess supervisors; revamp PBIS and make more prominent in school)

6. Emphasize Proactive Approaches and Minimize Consequences (score 3)
a. Deans consult the CPS Code of Conduct and counselor to craft restorative approaches to discipline concerns.
Peer mediation occurs among students as a restorative approach when conflicts appear within the classroom.
Some teachers use classdojo for communicating to students and parents about behavior.
Middle School response rate to Class Messenger is lower than needed. (delta: September needs a stronger subscription effort.)
b. Misconduct referral system is established and clear. Student Logger. Folder on the google drive.
Teachers feel like students feel that there are "no consequences." There is no follow through or consequences about consequences in middle school. Chronic misbehaviors don't seem to be addressed. If restorative practices were working, there would be less recidivism. (delta)
(delta: need proactive- PBIS, and consistency)

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

and procedures. (See Restorative Approaches to Discipline)
- Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
  - **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score

1 **2** 3 4

CATEGORY E: Restorative Approaches to Discipline (score 2)

Evidence:
1. PROACTIVE - Reinforce Behavior (score 2)
a. School Climate Team meets monthly. The focus has been on restoring adult climate. (delta: need to focus on PBIS and student involvement in the process; invite a dean to the team)
b and c. Mustang Pledge, classroom rules are posted in the room, teachers use positive framing to reinforce classroom and school behavior expectations. Preventative cues are used to support expectations. Student Logger is used to have collegial communication about student behavior.
d and e. Teachers call parents to assist when behavior issues when they arise in class. Teachers consult with parents to support with behavior interventions. Sunshine calls to praise students exhibiting expected behavior. Parent Patrol assists with outside travel safety/order.
f. Teachers provide positive framing (reinforcement), sunshine goals, and behavior goal setting. (delta: common language school wide or grade band wise is needed to reinforce expectations beyond Voice Levels) Every month two students from every classroom are awarded for showing positive behaviors.

2. INSTRUCTIVE - Integrate SEL Skills (score: 2)
a. Second Step curriculum is taught at each grade level at a specified time. varying degrees of implementation (delta: obstacle videos; there is a need for a better integration/planning- divide it up among disciplines; teachable moment)
b. MTSS: Student Logger needs to be checked for response to interventions. (delta: training is needed on how teachers can be 1st interventionists with specific strategies that developmentally appropriate)
i. data to know what to reteach: LACKING (delta): We do not track data from year to year. (delta: we need to instruct students with strategies for a targeted goal to improve behavior; we need to better track behavior concerns year to year- share student logger following year?)
c. Posters in hallway about Voice Level. Expectations of behavior posted in classroom, washroom, and lunchroom. (delta: PBIS is needed for school wide teaching of explicit behavior)
d. Teachers privately and respectfully redirect students.

3. RESTORATIVE - Employ Responses to Behavior (score 2)
a.Some ways that we ensure classroom instruction continues is by walking towards the student and talking to them silently, giving the rest of the class a quick task to do if something needs to be dealt with immediately, and use Student Logger to ensure documentation quickly.
b. (DELTA: Clarification needed on process (paper vs. student logger): Instead of just sending the students to the office for every small offense, report it in logger that action is required (with a follow up email) If a problem persists, loop back with dean (note that action needed).)
c. Some behavior is prevented through expectations taught during Second Step. Some teachers use proximity to minimize misbehaviors. Primary teachers model appropriate behaviors (teachable moments). Teachers have their own system. (Delta: create a school wide cause, redirect/replacement behavior acronym- PD; System to talk to each other about behavior concerns- protocol)
d. 2 Deans are on staff to address behavior concerns needing attention per the Code of Conduct
e. (Delta: need age appropriate restorative practices - avoid giving upper grade students what they want to leave/kill time- like reflection sheet? school wide analysis of effectiveness of disciplinary processes- restorative processes)
f. (delta: pursue Peace circles/ peer juries, school-wide language- how I take resp. for my actions, long term ; time for reflection- how do instructional minutes get affected- AB schedule for middle school? common agreement to when, how, where? last period of day - reflective seminar)
g. (Delta: use data to analyze who is responding to consequences)
No school ISS. Some OSS
Need data from deans- Chronic patterns? consequences? Is detention an option? Has it been used? Effectively restored a child? Less problems when we had detention? ("there was better discipline back then") (Class Binder: communication book for middle school- behavior- PBIS- incentive
h. Climate Team meets monthly to address school wide trends. Their focus is on adult culture to start with. (Delta: social worker and behavioral health team need to provide times to support school with MTSS behavior interventions; PD)

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.

- Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1   2   3   **4**

CATEGORY F: Parent Partnership (score 4)

Evidence:
1. Establish Warm Environment (score 4)
a. Teachers, ESPs, Lunch, Security, office teams greet visitors, smile, direct, and provide help.
All staff are willing to help with office, parents, visitors, or any need that arises._

2. Participate in Activities in School (score 4)
Parents are invited to 4 Assembles per year (science fair, arts performances- CSO, Hubbard, Ravinia; ESL classes, computer classes, GED classes, parent workshops, open house, 2 seasonal assemblies, rummage sale- Sawyerama, Father-Daughter Dance). LSC, PAC, BAC Monthly meetings are publicized on the monthly calendars as well as postings on the main entrances. Parents are invited to student work exhibitions.

3. Raise Questions (score 4)
a. Parents are given an opinion survey at the end of each year to voice their opinions.
When questions/concerns arise, teachers/admin are flexible and accommodating to meet/discuss concerns. Parents are given a survey yearly to offer them a chance to voice their opinions.
We have parent meetings to inform parents when new programs (such as Gifted) come to the school.
LSC meetings are done monthly and open to ALL parents and they are given the opportunity to voice any concerns, opinions or praises.

4. Solicit Support (score 4)
a. BAC/PAC monthly workshops are provided for parents (bullying, science, assessments). On Track Parent Meeting. HS Application Meetings (with computer lab every Thursday mid-Oct- mid Dec and Saturday in October).
b. Teachers send home personalized notes, print-out informations, etc. to help parents gain strategies to help their learner at home. Teachers meet face-to-face with parents to model and explain methods they can use at home to support their child at home.
Gifted Team had a workshop for parents in November.
c. Teachers host an open house at the beginning each year to inform parents of grade level standards and expectations. Teachers provide a syllabus for each class including the promotion policy and organization of the classrooms. NWEA Goal setting sheets reviewed with parents on Report Card Pick up days or other arrangements.
d. 15 parents currently on the Parent Patrol. Some recess staff stay late or come early to volunteer in addition to school hours. (Delta: assist/facilitate room moms and other volunteer systems)
e. Promoted 100% Parent Portal subscription on Report Card Pick Up Day. (delta: Parent university?)

5. Communicate With Families (score 3)
a. Some kinder classes are sending home a weekly newsletter along with the calendar for parents. Medical Report of vaccinations/physicals for those still in need of medical updates (compliance).
b. Send Student of the Month lists every month with Admin Monthly Newsletter. (delta: send perfect attendance communication, need more sunshine notes/calls)
c. Teachers use a variety of contact convenient and effective outcomes: texts, calls, emails, notes, notes in agendas, parent portal (replies), Class Dojo, Class Messenger.

6. Outreach to Families (score: 4)
a. School office staff calls the home of every student each time they are absent. Students with chronic tardiness are given a PLP, which includes interventions to address tardiness and poor attendance. We have a Check and Connect program that is targeted for students with poor attendance or academic performance. The school sends home notifications when a student has reached 5 or 10 absences. Counselor also has an on-track check in system.
(delta:did 5 and 10 day absence letters? walking school bus for extreme cases?)
Attendance Clerks make personal calls, teachers make calls, and automated calls are made to follow up on absences.

7. Provide Communication (score: 4)
a. Robocalls are used to communicate with family. School Website provides timely updates. Monthly School Newsletters; Kinder classes send weekly newsletters. Yearly parent handbook provided at the beginning of the year; policies are reiterated on robocall and monthly newsletters.
ALL COMMUNICATION is in Spanish and English.
Class dojo, Class Messenger, Teachers have their own voicemail extensions and available via email (and text in some cases)

8. Partner with Parents (score 4)
a. All school-wide newsletters and handouts are given in Spanish and English (interpreted by ELPT).
b. Ms. Vazquez and PSRPs provide interpretation informally throughout the year and during major events. (Open House, Report Card Pick ups, Parent Meetings are bilingual.)

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
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: Instructional Materials	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘

		Rating					
2	Expectations for Quality & Character of School Life: Culture for Learning	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: Restorative Approaches to Discipline	1	2	3	**4**	5	⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	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				
Our goal is to continually increase the number of students reading at and above level.	69.00	55.00	60.00	63.00
National School Growth Percentile - Math				
Our goal is to continually increase the number of students at and above level in math.	39.00	64.00	68.00	72.00
% of Students Meeting/Exceeding National Ave Growth Norms				
2nd column did not populate, and it does not allow us to enter data 55.8 2nd column (use old ciwp template) 58 3rd column 60 4th column	53.90	*(Blank)*	58.00	60.00
African-American Growth Percentile - Reading				
We do not have this subgroup. NA	*(Blank)*	*(Blank)*	0.00	0.00
Hispanic Growth Percentile - Reading				
Our goal is to continually increase the number of Hispanic students reading at and above level.	69.00	57.00	61.00	64.00

English Learner Growth Percentile - Reading

Our goal is to continually increase the number of EL students reading at and above level.	43.00	3.00	25.00	50.00

Diverse Learner Growth Percentile - Reading

There is a shortage of DL teachers and lack of services for DLs this year. Our goal is to continually increase the number of DL students reading on and above level.	1.00	8.00	10.00	12.00

African-American Growth Percentile - Math

We do not have this sub-group. NA	(Blank)	(Blank)	0.00	0.00

Hispanic Growth Percentile - Math

Our goal is to continually increase the number of Hispanic students at and above level in math.	39.00	63.00	66.00	69.00

English Learner Growth Percentile - Math

Our goal is to continually increase the number of EL students at and above level in math.	24.00	50.00	53.00	56.00

Diverse Learner Growth Percentile - Math

There is a shortage of DL teachers and lack of services for DLs this year. Our goal is to continually increase the number of DL students on and above level in math.	1.00	47.00	49.00	51.00

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

Our goal is to continually increase the number of students reading at and above level.	42.00	46.00	50.00	54.00

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

Our goal is to continually increase the number of students at and above level in math.	42.00	56.00	60.00	64.00

National School Attainment Percentile - Reading (Grade 2)

Our goal is to continually increase the number of students reading at and above level.	55.00	46.00	50.00	54.00

National School Attainment Percentile - Math (Grade 2)

Our goal is to continually increase the number of students at and above level in math.	48.00	56.00	60.00	64.00

% of Students Making Sufficient Annual Progress on ACCESS

New testing procedure. Now digitized entirely for 4th. Combined written and computerized in 3rd.	45.20	41.20	45.00	50.00

Average Daily Attendance Rate

We can always improve student off-track due to poor attendance.	96.00	96.00	96.20	96.50

My Voice, My School 5 Essentials Survey

Data columns did not populate for this metric. Our goal is to improve in "Supportive Environment" on My Voice, My School.	(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...
If we create opportunities for teachers to plan, collaborate around what they teach and when they teach using the UbD Framework	Then we will see teachers planning and teaching a more aligned curriculum within and across grade levels	Which leads to a school-wide comprehensive curriculum and an increase in the percentage of teachers collaborating more frequently (My School My Voice Survey)

Tags:
Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Assemble N8TLs, Instructional Coaches, and identify additional UbD Unit Plan Support Team members with strengths in UbD.	Administration	Apr 8, 2016 to Jun 1, 2016	Meeting notes.	On-Track

Support, Ubd

Include in our schoolwide calendar: dates for UbD Support Team meetings, Unit Pop Up Meetings, classroom observations, Vertical Articulation and Unit Plan focused GLM days, Vertical Articulation and UbD PD days/times, and UbD material purchase dates.	UbD Team	Jun 1, 2016 to Aug 31, 2016	Schedule for 1st quarter created. Schedule adjusted due to new contract. All work from November-June must be within the principal directed time. Team decided to strengthen units prior to vertical articulation, since unit revision can affect vertical articulation.	On-Track

Planning, Ubd

Vertical Articulation- Scope and Sequence (What to teach/how long?): Determine each content area's goal for the scope and sequence for 2016-2017. (i.e. Social Studies 6th-8th already complete, now begin K-5th articulation)	UbD Team and Admin	Sep 7, 2016 to Sep 7, 2016	Science Leadership Team Meeting with GLs planned for week of October 24th. ELA articulation will be put on hold as units are revised this year.	On-Track

Planning

UBD (design/how do I get them there/how will I teach it?): Create Non-Negotiables and protocols for UbD and team planning	Administration	Jun 1, 2016 to Nov 4, 2016	N8TLs met to create the UbD non-negotiables. N8TLs and admin created a template which embedded the non-negotiables and protocols. A rubric was devised and rolled out 2nd quarter for unit review. 3rd quarter it will be used for self-assessment and guidance.	Completed

Planning, Ubd

Four N8TLs will continue attending Network 8 Professional Development. Request an additional N8TL be added for 2016-2017. They will they return and help support/build the capacity of those on UbD Team.	Network 8, N8TLs, and UbD Team	Apr 1, 2016 to Jul 1, 2018	10/25 N8TL PD: 3 of the 4 N8TLs attended plus 2 additional math and PE N8TLs (O'Malley, Chavez, Zaragoza, Cooksey, and Ramirez). 12/6 N8TL PD: 5 of the 6 attended (1 recently returned from maternity leave). All 6 will attend the next PD in February 2017.	On-Track

Instructional planning

UbD Team will provide PQS to existing units by providing feedback to minimally 75% of units without feedback thus far. (UbD Team, Ongoing 2016-2018)	UbD Team and Admin	Jun 1, 2016 to Dec 16, 2016	The N8TLs and Admin provided feedback to all Q2 units using the rubric tool.	Completed

Instructional planning, Ubd

Vertical Articulation- Scope and Sequence (What to teach/how long?): Create a protocol for Teacher Reflection and Collegial Conversations 1x/quarter (am I teaching what I said I would teach? Does scope and sequence need to be adjusted?)	Admin and UbD Team	Jun 1, 2016 to Aug 1, 2016	Save for 2017-2018.	Behind

Teacher Teams/Collaboration, Vertical articulation

UbD (design/how do I get them there/how will I teach it?): Create protocols to revise Unit Plans as collaborative teams: How do we revise units after PQS or our reflection? Teams will engage in Reflection Protocol to discuss instructional design and delivery. (Admin, August 2016)	UbD Team	Jun 1, 2016 to Nov 4, 2016	The N8TL and Admin team guided grade level and content teams to reflect on next steps after receiving Q2 unit feedback. Protocol: 1. explain rubric /process 2. read checkmarks and strength/growth comments 3. select priority 4. team supports group with priority (though partner) 5. next steps (what will you work on? by when?) 6. reflection on the process	Completed

Teacher Teams/Collaboration, Instructional planning, Ubd

Vertical Articulation-Scope and Sequence (What to teach/how long?): During specified Grade Level Meetings on the School-wide Calendar, Grade Level and Teams will create/revise a Scope and sequence in all content areas. Engage in analytical discussions and create next steps based on the analysis of the sequence, duration, repetition, depth of what is taught and how it is taught.	6th-8th Grade Math Teachers	Nov 4, 2016 to Nov 4, 2016	During Staff Dev. Day (11/4/16) Teachers worked with AP and Math Coach to align the suggested pacing for GO Math! and the scope and sequence. Social Studies scope and sequence has been documented. Next steps are to analyze and revise based on conclusions. SLI Team will be revising the scope and sequence to align to NGSS.	On-Track

Vertical articulation, Scope and sequence

| Monitor Scope and Sequence throughout the school year to ensure standards based instruction. (Observations: Admin and Instructional Coach PQS, Peer Observations-schedule/coverage) | Administration and Instructional Coaches | Sep 1, 2016 to Jul 1, 2018 | Put on hold until 2017-2018 | Not started |

Vertical articulation, Scope and sequence

| UbD (design/how do I get them there/how will I teach it?): Provide On –going PD on UbD based on teacher needs (Including N8 Fine Arts PD.) Evaluate effectiveness of UbD PD by collecting exit slips from PD(suggestions and number of people that found PD helpful. Benchmark: 80% agree on exit slip that the PD was useful) | UbD Team and Instructional Coaches | Jul 1, 2016 to Dec 21, 2016 | N8TLs participated in self-selected UbD PD facilitated by admin. N8TLs then conducted PD during August 2016 PD week, and 5 GLMs. Exit Slips showed over 80% usefulness of PD. | Completed |

Professional Learning, Ubd

Strategy 2

If we do...

If we develop a school-wide MTSS system

...then we see...

Then we will see teachers providing effective interventions for T2 and T3 students

...which leads to...

Which leads to an increase of 20% of students On Track

Tags: Area(s) of focus:
MTSS, Intervention, Instructional practices, Differentatied instruction, On track

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Assemble an MTSS Team consisting of Reading Specialist/Coach, Math Specialist/Coach, and RSPs.	Counselor	Apr 1, 2016 to Jun 3, 2016	We assembled a team on 9/9/16 but we are still recruiting a reading specialist.	On-Track

MTSS

| Include in our schoolwide calendar: dates for MTSS team meetings, classroom observations, MTSS focused GLM days, MTSS PD days/times, and MTSS material purchase dates. | MTSS Team | Apr 1, 2016 to Nov 4, 2016 | MTSS PDs, team meetings, and GLMs have been scheduled on the teams' google calendar and on Sawyer GLM and PD Topics for 2016-2017. Schedule adjusted due to new contract. All work from November-June must be within the principal directed Grade Level Meeting time. | On-Track |

MTSS

| Acquire research-based materials and website subscriptions to support tier 2 and 3 interventions in Reading and Math (e.g. Mathletics, IXL, Lexia). | MTSS Team | Apr 1, 2016 to Jan 31, 2017 | The new MTSS team is newly formed and has to meet to discuss which research-based materials and websites will be recommended to teachers by mid-November 2016. | Behind |

MTSS

Acquire additional materials to support the implementation of tier 1 instruction aligned to UbD units and CCSS. Teachers will submit proposals explaining the connection to the UbD and CCSS for approval by administration.	Teachers and Administration	May 1, 2016 to Sep 30, 2017	K-2 Bilingual teachers have begun to submit requests for materials. September 2016 All other teachers will begin requesting materials as they revise/upgrade their units.	On-Track

MTSS, Instructional materials

Define/Create the RTI (Tier 3 MTSS) process, communicate it to staff, and place it in staff handbook: Develop Criteria to identify T2 and T3 students, Define Contents of MTSS Folders and purpose of contents.	MTSS Team	Aug 1, 2016 to Jan 31, 2017	This was discussed and addressed to the staff on 8/31/16. Additionally the staff has access to the Procedures for MTSS at Sawyer.ppt file that covers this information. After receiving feedback from N8 MTSS Coordinator, MTSS Team is shifting gears to begin with a steering committee that will create the system and support for MTSS process. New deadline is February 2017. On 12/21, the MTSS Steering Committee met to solidify the process and items necessary to roll out in January 2017. Upon review of the process and the actions taken by teachers thus far, the MTSS Steering Committee decided to review and refine the process so that it is more accessible to teachers.	On-Track

MTSS

Grade Level Teams to create K-8 instructional schedule to include times for intervention and SEL instruction (Summer 2016) (E.G. AB schedules)	All Teachers	Jul 1, 2016 to Sep 1, 2016	Small group instruction is defined in literacy and math blocks and SEL instruction time was designated by the GLMs on 9/2/16.	Completed

MTSS

Staff will review, analyze, and create action plans from NWEA, BAS, ACCESS, PARCC, and 5-Week On-Track Data within 1 week of data release.	Instructional Coaches and All Teachers	Aug 1, 2016 to Jun 30, 2018	Staff analyzed Spring NWEA data on August 2016. K-5 Staff created a BOY BAS action plan. Staff to create MOY NWEA acton plan in February 2017.	On-Track

MTSS, Teacher Teams/Collaboration, Data analysis

Designate an MTSS superstar for reading, math, behavior (to visit GLMs Once a quarter and Available by email for consult)	Administration and MTSS Team	May 1, 2016 to Aug 17, 2016	We have established a math and behavior specialist but are still working on recruiting a reading specialist.	On-Track

MTSS, Support

Provide teachers with a bank of tools for intervention (google doc) consisting of intervention materials and strategies.	MTSS Team	Jun 1, 2016 to Sep 30, 2016	We have tools available for teachers on behavioral interventions but are lacking academic interventions. An academic tool is being devised by Steering Committee.	On-Track

MTSS, Support

Provide Professional Development for appropriate interventions (as getting students on track rather than a road to IEP). MTSS Team will monitor MTSS Tier 2-3 interventions (academic and behavior).	MTSS Team	Jul 1, 2016 to Jul 1, 2018	The MTSS team has to create a presentation on appropriate interventions. No further PD days are provided. Once the tool/resource is created, we can create a time for this during GLMs after the ILT Powerful Practice.	Not started

MTSS

Tier 1 and 2: Administration will conduct on-going PQS observations with the lens of best practices in content areas (e.g. open and closing lessons, purposing, mini-lessons, small group instruction). Ensure that past and future powerful practices are implemented.	Administration and Instructional Coaches	Sep 1, 2016 to Jun 16, 2017	Admin has begun this process.	On-Track

MTSS, Instruction, Differentiated instruction

Teachers will submit their RTI/MTSS Folders in June to counselor. Counselor will distribute folders in September.	Counselor	Jun 8, 2016 to Sep 1, 2018	The district has created a new online MTSS tool that eliminates the need for folders. This tool will follow students to the next school year.	Cancelled

MTSS

-Designate and train Tier 3 Support Staff (teacher assistant) to provide intensive support for newcomers in K-5th. Consider an 8am to 4pm schedule for this Teacher Assistant to provide after school academic help for tier 3s.	Instructional Coaches	May 1, 2016 to Jun 30, 2018	5 Resource Teachers have been assigned to support 5th grade one hour each day for tier 2 or 3 interventions. (September 2016) 5 Teacher assistants have been designated to provide tier 2 interventions in 1st, 3rd, and 5th grades. The MTSS Team needs to designate and train them on supports by November 2016. After School Support is not funded at this time. (12/23) Once the Steering Committee completes the process and tool, the Resource Teacher support will be created and rolled out by mid-February 2017.	Behind

MTSS, On-track, Multiculturalism, Student empowerment

Continue to build and affirm a relationship with a sister school in and outside the US to promote multiculturalism, higher education and the world.	Administration	Dec 9, 2015 to Jun 23, 2017	Administration will visit Busan, South Korea to complete and finalize the MOU for Sawyer and Dasun Middle School.	Completed

MTSS, On track, Communication, Multiculturalism, Student empowerment

Inform the LSC of the Sister City connection and visit to Busan. Next Steps and create a calendar.	Administration	Mar 6, 2017 to Apr 30, 2017	(Blank)	On-Track

| (Blank) | (Blank) | select | (Blank) | Behind |

Strategy 3

If we do...	...then we see...	...which leads to...
If we provide K-5 teachers curricular guide, professional development, and support in Science Instruction (with science support including a mentor, a scope and sequence, materials, school-wide vocabulary, instructional activities/pedagogical strategies, professional development.)	Then we will see teachers providing science instruction using inquiry, literacy-based approaches, and student-centered science discussions.	Which leads to: -20% increase on student engagement and interest/attitudes in science based on pre/post opinion surveys -20% increase/frequency/duration in the teacher collaboration of science lessons as evidenced by pre/post surveys -10% of 5th graders testing at grade level proficiency on the ISBE

Tags:
Science

Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Form a Museum of Science and Industry Leadership Team to evaluate the state of K-8 science instruction. Create a vision and mission.	AP#1 and Science Lead Teacher	Jun 1, 2015 to Jul 31, 2015	Vision and Mission Shared on 4/8/16. Science Initiative was introduced to staff at PD.	Completed
Science, Teacher Teams/Collaboration				
Include in our school-wide calendar: dates for SLI team meetings, classroom and common area observations, Science focused GLM days, Science PD days/times, and Science material purchase dates.	SLI Team	Aug 1, 2015 to May 1, 2016	Team Meetings conducted thus far have created a record of their meetings with a compilations of resources to date.	On-Track
Science				
SLI Team will collect evidence about the current state of science instruction and evaluate state of K-8 science instruction.	SLI Team	May 5, 2016 to May 5, 2016	MSI Tools completed. Data given at August 2016 Admin PD with MSI.	Completed
Science				
Plan and Deliver K-8 Professional development sequence (NGSS, Inquiry lessons) based on teacher needs. Museum of Science and Industry will support the SLI Team with tools, professional development, guidance, and materials to support the SLI. SLI Team will review feedback on PD exit tickets to monitor effectiveness of the PD.	SLI Team	Jun 19, 2016 to Jul 1, 2018	(Blank)	Not started
Science				

SLI Team will create common K-8 science academic vocabulary.	SLI Team	Jun 1, 2015 to Feb 29, 2016	K-8 Vocabulary Scope	On-Track

Science

SLI Team will create a scope and sequence K-5.	SLI Team	Jan 1, 2016 to Jun 9, 2016	Google Doc Scope and Sequence.	On-Track

Science, Vertical articulation

Develop a resource binder for K-5 teachers (i.e. Lesson ideas with NGSS, text/ read alouds, materials, labs/inquiry-based activities).	SLI Team	May 25, 2016 to May 25, 2016	Google Doc Binder. Binders were delivered on 5/25/16 Ts are requesting individual binders.	On-Track

Science, Instructional materials

Create and acquire a list of materials to support teachers in science instruction to purchase. [e.g. Science-based read aloud text, Inquiry based tools (e.g. thermometers, magnifying class)]	SLI Team	Feb 1, 2016 to Aug 31, 2016	Purchase Orders.	On-Track

Science, Instructional materials

SLI Team will select and acquire curriculum aligned to NGSS (e.g. SEP-UP)	SLI Team	Jun 1, 2016 to Aug 31, 2016	*(Blank)*	Not started

Science, Curriculum

Grade-band teams will create K-5 instructional schedules conducive to science inquiry (Summer 2016) (E.G. MWF science 45-60 min; TR S.S. 45-50 min.)	SLI Team and Grade Band Teams	Aug 1, 2016 to Sep 1, 2016	*(Blank)*	Not started

Science, Schedule

SLI Team will Develop science class buddies (upper with primary/intermediate).	SLI Team	May 1, 2016 to Jun 30, 2016	*(Blank)*	Not started

Science

Debate/decide on science instruction departmentalization K-5 or 3-5 or pilot.	Administration and SLI Team	May 1, 2016 to Jun 1, 2016	*(Blank)*	Not started

Science

SLI Team will establish mentor 6-8th grade science teachers for K-5 teachers.	SLI Team	Sep 7, 2016 to Sep 7, 2016	SLI team meeting notes. Team members will send emails to GLCs to introduce themselves and offer support.	Completed

Science, Teacher Teams/Collaboration

SLI Team will conduct peer-observations and analyze program's effectiveness during SLI team meetings.	SLI Team	Sep 1, 2015 to Jun 30, 2018	*(Blank)*	On-Track

Science

SLI Team will review the tool responses from SY2015-2016 to see if we have grown in the areas we felt we were weak.	SLI Team	Sep 21, 2016 to Sep 21, 2016	*(Blank)*	On-Track

Science, Teacher Teams/Collaboration, Next generation science standards

SLI Team members wll design a schedule to have teachers visit them during Science Instruction, in order to reflect on their own practice.	SLI Team and Administration	Oct 26, 2016 to Oct 26, 2016	Administration provided coverage for 3 SLI Team members to attend GLMs and inform teachers about next steps in observations.	On-Track

Science, Teacher Teams/Collaboration, Community events

SLI Team will conduct a STEM night to introduce to the 3rd grade team in order to make this an ongoing and school-wide event.	SLI Team and Administration	Feb 22, 2017 to Feb 23, 2017	Administration will purchase materials necessary for STEM night.	Completed

Strategy 4

If we do...	...then we see...	...which leads to...
If we devise a comprehensive, school-wide plan to proactively teach and reinforce behavior expectations	Then we will see students and teachers exhibiting positive behavior and cooperative community	Which leads to -decrease in behavior incidents -increase of students on track due to academics and attendance -increase in pride in school -community building -happier teachers -increase student and teacher attendance -increased parent support

Tags:
SEL, Restorative approaches, Pbis, School climate

Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create a Climate Team: Cultivando Mustangs, create a vision and mission.	Counselor	Sep 1, 2015 to Sep 5, 2015	Team meetings are scheduled once a month. The team's meetings and vision and mission are located in a google drive folder S.C. Team -Cultivando Mustangs! that is shared with administration and our network SEL Lead.	Completed

Pbis, School climate

Review various data from surveys and behavior infractions to determine climate area in most need at Sawyer. Audit current system for positive behavior (e.g. Voice Levels, 5 Bes, Expectations in Areas) for Consistency and Areas of Improvement.	Counselor & Climate Team	Sep 1, 2015 to Jan 1, 2016	Team has reviewed the 5 Essentials Survey, Student Logger, and listened to teacher observations as evidenced on the team's agendas. The team voted on keeping the voice levels & 5'Bes and is currently training teachers on 8/31/16, students on 9/13/16, parents on 9/15/16, and all school staff on 9/15/16 to promote consistency with positive behavior.	On-Track

Pbis, School climate

Expand Climate Committee (add parent, dean, student)	Counselor	May 1, 2016 to Jun 1, 2016	Deans have been added to the committee but more work needs to done to recruit parents and students.	Behind

School climate pbis

Include in our schoolwide calendar: dates for Climate team meetings, classroom and common area observations, PBIS-focused GLM days, PBIS PD days/times, PBIS assemblies/rallies/ student-parent events, and PBIS material purchase dates.	Administration and Counselor	Jun 1, 2016 to Aug 31, 2016	School Climate Team Meetings were shared with staff on 8/31/16, PBIS-focused GLMs are scheduled on Sawyer GLM and PD Topics for 2016-2017. PBIS PDs took place on 8/31/16. PBIS assemblies/rallies/ parent events are being scheduled throughout the year on the Sawyer School Calendar. PBIS materials are being purchased by 9/20/16.	On-Track

Pbis, School climate

Augment the school-wide PBIS plan to include TEACHING Explicit Common Language for Behavior Expectations in Common Areas* (5 Bes*) Develop PD for teachers, recess and PSRP staff, and parents Develop a training module/video (new student, parent or teacher training, subs)	Climate Team	Jun 1, 2016 to Aug 31, 2016	The team is currently training teachers on 8/31/16, students on 9/13/16, parents on 9/15/16, and all school staff on 9/15/16 to promote consistency with positive behavior. The Staff Kick off Sawyer PBIS 2016-2017.pptx file contains this information and is available to all Sawyer Staff.	Completed

Restorative approaches, Pbis, Professional development, School climate

Analyze/Review consistency and impact in restorative practices.	Counselor, Dean, and Climate Team	May 1, 2016 to Aug 31, 2016	On 8/23/16 restorative practices was discussed and implemented into the Mustang All-Stars Plan but it still needs to be approved, reviewed, and shared with staff. On Nov. 4th staff will receive a Restorative Practices PD>	On-Track

Restorative approaches, Pbis, Behavior

Develop parent communication and training around restorative practices and expectations laid out in parent handbook (the whys to uniform, hair, gum, discipline-Code of Conduct)	Counselor, Dean, and Climate Team	Jun 1, 2016 to Aug 31, 2016	On 8/23/16 restorative practices was discussed and implemented into the Mustang All-Stars Plan but it still needs to be approved, reviewed, and shared with parents.	On-Track

Restorative approaches, Pbis, Behavior, Parent engagement

Develop a Consistent, School wide POSITIVE (RESTORATIVE) RESPONSE to Misbehavior: Grade-Band Teams devise and submit for approval and replacement behavior	Dean and Grade Level Teams	Aug 21, 2016 to Aug 31, 2016	School-wide focus of teaching replacement behaviors will be postponed for year two due to PBIS Tier 1 being the main focus this year.	Postponed

Restorative approaches, Pbis

REINFORCE: Develop Incentives/Acknowledgement of Positive Behavior and Desirable Work Habits through a Token Economy offering Experiential/Intrinsic/Extrinsic Rewards (i.e. Monthly, Quarterly, Rallies/assemblies, Raffle-Mustang Dollars- Catch you doing-Rack up moolah, Monthly Newsletter highlighting/reinforcing a 5 Bes for students and teachers). Develop a plan for Quarterly Recognition for Attendance and Academics (switch from Principal's Student of the Month) (e.g. Quarterly ceremony that Developmentally appropriate reward: books, yogurt, raffle) and continue Mustang All-Star for Behavior.	Administration, Dean, and Climate Team	Apr 1, 2016 to Jun 30, 2016	The team is currently training teachers on 8/31/16, students on 9/13/16, parents on 9/15/16, and all school staff on 9/15/16 on incentives, token economy, rewards, and raffles for positive behavior. The Staff Kick off Sawyer PBIS 2016-2017.pptx file contains this information and is available to all Sawyer Staff. A plan to recognize Attendance & A /B Honor Roll students quarterly is still being developed at this time.	On-Track

Pbis, School climate

Create online submission to increase teacher participation in Mustang All-Star.	Counselor	May 1, 2016 to Sep 1, 2016	We created an online submission form for teachers to share their mustang students names and three mustang staff boxes to gather staff nominations.	Completed

Pbis

Continue the role of a Dean of Students to address the school environment, behavioral culture and interventions.	Principal	Aug 1, 2016 to Jun 30, 2018	The role of a Dean of Students being carried out by Moises Jimenez and Rosaly Tam	Completed

Restorative approaches

Administration will work with the Dean of Students, Counselor and Security to come up with an effective in-school suspension and intervention program (including Develop a setting/office for ISS). Develop a plan for recidivism of behavior infractions. For instance, a re-entry plan for return from suspensions.	Administration, Dean, and Counselor	May 1, 2016 to Aug 31, 2016	The network has provided a re-integration plan for students returning from suspension. The MTSS Team will work on creating individualized plans for recidivism of behaviors. In-school suspensions will have to be reconsidered at a later time due to lack of available certified teachers. Our PBIS initiative is our main intervention program for Tier 1. The dean of students will be trained on Dashboard by the Counselor to create a report of students with recidivism.	On-Track

Restorative approaches, Pbis

Climate Team will meet monthly, analyze data on Student Logger, deploy for observations of classrooms and common areas, teacher PD surveys to follow up/reflect on the effectiveness of PBIS implementation. THey will continue to gauge successes and areas for growth.	Counselor & Climate Team	Apr 1, 2016 to Jun 30, 2018	Climate team is meeting monthly and plans to create tools and share observations that will help analyze effectiveness of PBIS.	On-Track

School climate, Student engagement, Student council

Design a Principal Student Advisory Council which will assist meetings with principal and other staff to provide feedback on PBIS and Student Voice on CIWP.	Administration, BETA Sponsors & Counselor	Oct 28, 2016 to Nov 4, 2016	4 students were nominated by both BETA sponsors and Counselor.	Completed

Parental involvement, High school readiness, Common language, Graduation, Behavior expectations

Implement meetings with 8th grade students throughout the year to ensure that students are on-track to graduation.	Administration, 8th grade team, counselor, case manager and ELPT	Jan 17, 2017 to May 26, 2017	Meeting in regards to Q2 progress reports	On-Track

Strategy 5

If we do...	...then we see...	...which leads to...
If we develop a research-based Transitional-Bilingual Educational Program	Then we will see students firmly acquire their native language and gradually develop their second language because the teachers will be providing instruction using the appropriate language models	Which leads to an increase in the number of EL students on track due to academics

Tags:
Bilingual

Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Assemble a Bilingual Committee to include parents and community.	ELPT	Apr 25, 2016 to May 6, 2016	Assembled a committee July 2016. Need to still invite parent and community members.	Behind

Bilingual

Include in our school-wide calendar: dates for Bilingual team meetings, classroom observations, Bilingual Program - focused GLM days, Bilingual Program PD days/times, and Bilingual material purchase dates.	ELPT, Administration, Bilingual Committee	May 1, 2016 to Aug 31, 2016	Calendar for Bilingual Team Meetings has been set. These meetings will be held the last Thursday of each month at 7:15 a.m. On our 1st Bilingual team meeting we will decide the frequency of classroom observations. At least one bilingual team member will attend GLM and we will inform teachers of any updates to the bilingual program. The first bilingual PD was provided on August 31, 2016. We will offer some training for new teachers on compliance of the required documentation. Materials will be purchased as soon as the wish list is completed.	On-Track

Bilingual

Committee will Assess Current State of Readiness to Include 2nd grade native language next year (and 3rd grade native language in 2 years). Survey, observe bilingual classrooms, and analyze trends to determine professional development needed for bilingual teachers. Review ACCESS Data and determine language model for 2nd grade.	ELPT, Administration, and Bilingual Committee	Jul 31, 2016 to Jul 31, 2016	*(Blank)*	Not started

Professional Learning, Bilingual

Determine the need and acquire materials for K-8th. (Spanish Bilingual books for Native Language and English books for ESL). Inventory native language and ELD/ESL instructional curriculum materials and resources for ELs to ensure they are appropriate and responsive to the language proficiency, culture and interests of EL students and are aligned with Bilingual Program Type Model(s) (develop an inventory tool)	ELPT and Bilingual Committee	Apr 25, 2016 to May 31, 2016	*(Blank)*	Not started

Bilingual, Instructional materials

Develop an intensive newcomer support plan: -Designate Newcomer Support Staff to provide intensive support for newcomers in K-5th. -Create a Newcomer Center for 6th-8th graders providing after school support. -Acquire Resources for plan Deliver Professional Development	ELPT and Climate Committee	Apr 25, 2016 to Sep 30, 2016	*(Blank)*	Not started

MTSS, Professional Learning, Bilingual

Provide professional development on Stages of Language Acquisition and instructional strategies to support progression of language (Teacher moves, students moves and classroom environment) For K-2nd Grade Bilingual Teachers: Provide professional development on Spanish Language Literacy and ESL. Provide professional development for 3rd-8th grade teachers around best practices for ELs in all program years, especially those students that have transitioned out of Bilingual Program (Language 1 and ESL). Provide on-going professional development on CCSS, WIDA, SLD standards based on program type (TBE/TPI/Dual Language) and goals based on teacher needs.	ELPT	Aug 21, 2016 to Jun 30, 2018	*(Blank)*	Not started

Professional Learning, Bilingual

Monitor/Support: Coach and administration will ensure that teachers are providing instruction in both languages according to their language model.	ELPT and Administration	Sep 1, 2016 to Jul 31, 2018	*(Blank)*	Not started

Bilingual

Monitor on-track data every 5 weeks for failing ELs (D or F in Math)	ELPT and Bilingual Team	May 1, 2016 to Jun 30, 2018	ELPT and Bilingual team members will be assigned to different grade levels to monitor the data for the ELs who are failing (D or F)	Not started

Bilingual, On track

Communicate K-2 Model and Goals for 2016-2017 and K-3 goals for 2017-2018 -To Teachers during GLM -To Parents	ELPT and Bilingual Team	May 30, 2016 to Sep 3, 2016	We will provide the K-2 Model and Goals during GLM, and to parents during one of the BAC meeting.	Behind

Bilingual, Parent engagement

Assess the Needs of Newcomers K-8th grades and develop plans Develop an intensive newcomer support plan: -Designate Newcomer Support Staff to provide intensive support for newcomers in K-5th. -Create a Newcomer Center for 6th-8th graders providing after school support. -Acquire Resources for plan	ELPT	May 1, 2016 to Sep 3, 2016	The newcomers have been identified by the W-APT and K-Model screeners. These students need intensive ESL instruction. The Newcomers center will be discuss during our Bilingual Team Meeting.	Behind

Bilingual

| Teachers will partner with community organizations to promote cultural awareness, pride, and to provide consultation on planning cultural events for our community. | Teachers | Jun 1, 2016 to Jun 30, 2018 | We will contact staff from OLCE and also from different consulates to see if they have any events/programs that can be presented to our students and staff. | Behind |

Bilingual

| School Organization: Review the EL rosters and ACCESS preliminary report to ensure ELs are placed appropriately and receive the appropriate instruction according to their linguistic and academic needs. | ELPT | May 1, 2016 to Jun 30, 2016 | As of today, we are still screening students and entering the scores into SIM. Rosters have been generated and given to homeroom teachers. ACCESS reports will be distributed during GLC meeting. The scores will be explained during GLM. | On-Track |

Bilingual

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Assemble N8TLs, Instructional Coaches, and identify additional UbD Unit Plan Support Team members with strengths in UbD. Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Support, Ubd	Administration	Apr 8, 2016	Jun 1, 2016	On-Track
✚ Include in our schoolwide calendar: dates for UbD Support Team meetings, Unit Pop Up Meetings, classroom observations, Vertical Articulation and Unit Plan focused GLM days, Vertical Articulation and UbD PD days/times, and UbD material purchase dates. Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Planning, Ubd	UbD Team	Jun 1, 2016	Aug 31, 2016	On-Track
✚ Vertical Articulation- Scope and Sequence (What to teach/how long?): Determine each content area's goal for the scope and sequence for 2016-2017. (i.e. Social Studies 6th-8th already complete, now begin K-5th articulation) Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Planning	UbD Team and Admin	Sep 7, 2016	Sep 7, 2016	On-Track
✚ UBD (design/how do I get them there/how will I teach it?): Create Non-Negotiables and protocols for UbD and team planning Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Planning, Ubd	Administration	Jun 1, 2016	Nov 4, 2016	Completed
✚ Four N8TLs will continue attending Network 8 Professional Development. Request an additional N8TL be added for 2016-2017. They will they return and help support/build the capacity of those on UbD Team. Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Instructional planning	Network 8, N8TLs, and UbD Team	Apr 1, 2016	Jul 1, 2018	On-Track
✚ UbD Team will provide PQS to existing units by providing feedback to minimally 75% of units without feedback thus far. (UbD Team, Ongoing 2016-2018) Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Instructional planning, Ubd	UbD Team and Admin	Jun 1, 2016	Dec 16, 2016	Completed

District priority and action step	Responsible	Start	End	Status
✚ Vertical Articulation- Scope and Sequence (What to teach/how long?): Create a protocol for Teacher Reflection and Collegial Conversations 1x/quarter (am I teaching what I said I would teach? Does scope and sequence need to be adjusted?) Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Teacher Teams/Collaboration, Vertical articulation	Admin and UbD Team	Jun 1, 2016	Aug 1, 2016	Behind
✚ UbD (design/how do I get them there/how will I teach it?): Create protocols to revise Unit Plans as collaborative teams: How do we revise units after PQS or our reflection? Teams will engage in Reflection Protocol to discuss instructional design and delivery. (Admin, August 2016) Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Teacher Teams/Collaboration, Instructional planning, Ubd	UbD Team	Jun 1, 2016	Nov 4, 2016	Completed
✚ Vertical Articulation-Scope and Sequence (What to teach/how long?): During specified Grade Level Meetings on the School-wide Calendar, Grade Level and Teams will create/revise a Scope and sequence in all content areas. Engage in analytical discussions and create next steps based on the analysis of the sequence, duration, repetition, depth of what is taught and how it is taught. Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Vertical articulation, Scope and sequence	6th-8th Grade Math Teachers	Nov 4, 2016	Nov 4, 2016	On-Track
✚ Monitor Scope and Sequence throughout the school year to ensure standards based instruction. (Observations: Admin and Instructional Coach PQS, Peer Observations- schedule/coverage) Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Vertical articulation, Scope and sequence	Administration and Instructional Coaches	Sep 1, 2016	Jul 1, 2018	Not started
✚ UbD (design/how do I get them there/how will I teach it?): Provide On –going PD on UbD based on teacher needs (Including N8 Fine Arts PD.) Evaluate effectiveness of UbD PD by collecting exit slips from PD(suggestions and number of people that found PD helpful. Benchmark: 80% agree on exit slip that the PD was useful) Tags: Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Instructional planning, Professional Learning, Ubd	UbD Team and Instructional Coaches	Jul 1, 2016	Dec 21, 2016	Completed
✚ Assemble an MTSS Team consisting of Reading Specialist/Coach, Math Specialist/Coach, and RSPs. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS	Counselor	Apr 1, 2016	Jun 3, 2016	On-Track
✚ Include in our schoolwide calendar: dates for MTSS team meetings, classroom observations, MTSS focused GLM days, MTSS PD days/times, and MTSS material purchase dates. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS	MTSS Team	Apr 1, 2016	Nov 4, 2016	On-Track
✚ Acquire research-based materials and website subscriptions to support tier 2 and 3 interventions in Reading and Math (e.g. Mathletics, IXL, Lexia). Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS	MTSS Team	Apr 1, 2016	Jan 31, 2017	Behind
✚ Acquire additional materials to support the implementation of tier 1 instruction aligned to UbD units and CCSS. Teachers will submit proposals explaining the connection to the UbD and CCSS for approval by administration. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS, Instructional materials	Teachers and Administration	May 1, 2016	Sep 30, 2017	On-Track
✚ Define/Create the RTI (Tier 3 MTSS) process, communicate it to staff, and place it in staff handbook: Develop Criteria to identify T2 and T3 students, Define Contents of MTSS Folders and purpose of contents. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS	MTSS Team	Aug 1, 2016	Jan 31, 2017	On-Track
✚ Grade Level Teams to create K-8 instructional schedule to include times for intervention and SEL instruction (Summer 2016) (E.G. AB schedules) Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS	All Teachers	Jul 1, 2016	Sep 1, 2016	Completed
✚ Staff will review, analyze, and create action plans from NWEA, BAS, ACCESS, PARCC, and 5-Week On-Track Data within 1 week of data release. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS, Teacher Teams/Collaboration, Data analysis	Instructional Coaches and All Teachers	Aug 1, 2016	Jun 30, 2018	On-Track
✚ Designate an MTSS superstar for reading, math, behavior (to visit GLMs Once a quarter and Available by email for consult) Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS, Support	Administration and MTSS Team	May 1, 2016	Aug 17, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Provide teachers with a bank of tools for intervention (google doc) consisting of intervention materials and strategies. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS, Support	MTSS Team	Jun 1, 2016	Sep 30, 2016	On-Track
✚ Provide Professional Development for appropriate interventions (as getting students on track rather than a road to IEP). MTSS Team will monitor MTSS Tier 2-3 interventions (academic and behavior). Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS	MTSS Team	Jul 1, 2016	Jul 1, 2018	Not started
✚ Tier 1 and 2: Administration will conduct on-going PQS observations with the lens of best practices in content areas (e.g. open and closing lessons, purposing, mini-lessons, small group instruction). Ensure that past and future powerful practices are implemented. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS, Instruction, Differentiated instruction	Administration and Instructional Coaches	Sep 1, 2016	Jun 16, 2017	On-Track
✚ Teachers will submit their RTI/MTSS Folders in June to counselor. Counselor will distribute folders in September. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS	Counselor	Jun 8, 2016	Sep 1, 2018	Cancelled
✚ -Designate and train Tier 3 Support Staff (teacher assistant) to provide intensive support for newcomers in K-5th. Consider an 8am to 4pm schedule for this Teacher Assistant to provide after school academic help for tier 3s. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS, On-track, Multiculturalism, Student empowerment	Instructional Coaches	May 1, 2016	Jun 30, 2018	Behind
✚ Continue to build and affirm a relationship with a sister school in and outside the US to promote multiculturalism, higher education and the world. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track, MTSS, On track, Communication, Multiculturalism, Student empowerment	Administration	Dec 9, 2015	Jun 23, 2017	Completed
✚ Inform the LSC of the Sister City connection and visit to Busan. Next Steps and create a calendar. Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track	Administration	Mar 6, 2017	Apr 30, 2017	On-Track
✚ Tags: MTSS, Intervention, Instructional practices, Differentiatied instruction, On track				Behind
✚ Form a Museum of Science and Industry Leadership Team to evaluate the state of K-8 science instruction. Create a vision and mission. Tags: Science, Science, Teacher Teams/Collaboration	AP#1 and Science Lead Teacher	Jun 1, 2015	Jul 31, 2015	Completed
✚ Include in our school-wide calendar: dates for SLI team meetings, classroom and common area observations, Science focused GLM days, Science PD days/times, and Science material purchase dates. Tags: Science, Science	SLI Team	Aug 1, 2015	May 1, 2016	On-Track
✚ SLI Team will collect evidence about the current state of science instruction and evaluate state of K-8 science instruction. Tags: Science, Science	SLI Team	May 5, 2016	May 5, 2016	Completed
✚ Plan and Deliver K-8 Professional development sequence (NGSS, Inquiry lessons) based on teacher needs. Museum of Science and Industry will support the SLI Team with tools, professional development, guidance, and materials to support the SLI. SLI Team will review feedback on PD exit tickets to monitor effectiveness of the PD. Tags: Science, Science	SLI Team	Jun 19, 2016	Jul 1, 2018	Not started
✚ SLI Team will create common K-8 science academic vocabulary. Tags: Science, Science	SLI Team	Jun 1, 2015	Feb 29, 2016	On-Track
✚ SLI Team will create a scope and sequence K-5. Tags: Science, Science, Vertical articulation	SLI Team	Jan 1, 2016	Jun 9, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Develop a resource binder for K-5 teachers (i.e. Lesson ideas with NGSS, text/ read alouds, materials, labs/inquiry-based activities). Tags: Science, Science, Instructional materials	SLI Team	May 25, 2016	May 25, 2016	On-Track
✚ Create and acquire a list of materials to support teachers in science instruction to purchase. [e.g. Science-based read aloud text, Inquiry based tools (e.g. thermometers, magnifying class)] Tags: Science, Science, Instructional materials	SLI Team	Feb 1, 2016	Aug 31, 2016	On-Track
✚ SLI Team will select and acquire curriculum aligned to NGSS (e.g. SEP-UP) Tags: Science, Science, Curriculum	SLI Team	Jun 1, 2016	Aug 31, 2016	Not started
✚ Grade-band teams will create K-5 instructional schedules conducive to science inquiry (Summer 2016) (E.G. MWF science 45-60 min; TR S.S. 45-50 min.) Tags: Science, Science, Schedule	SLI Team and Grade Band Teams	Aug 1, 2016	Sep 1, 2016	Not started
✚ SLI Team will Develop science class buddies (upper with primary/intermediate). Tags: Science, Science	SLI Team	May 1, 2016	Jun 30, 2016	Not started
✚ Debate/decide on science instruction departmentalization K-5 or 3-5 or pilot. Tags: Science, Science	Administration and SLI Team	May 1, 2016	Jun 1, 2016	Not started
✚ SLI Team will establish mentor 6-8th grade science teachers for K-5 teachers. Tags: Science, Science, Teacher Teams/Collaboration	SLI Team	Sep 7, 2016	Sep 7, 2016	Completed
✚ SLI Team will conduct peer-observations and analyze program's effectiveness during SLI team meetings. Tags: Science, Science	SLI Team	Sep 1, 2015	Jun 30, 2018	On-Track
✚ SLI Team will review the tool responses from SY2015-2016 to see if we have grown in the areas we felt we were weak. Tags: Science, Science, Teacher Teams/Collaboration, Next generation science standards	SLI Team	Sep 21, 2016	Sep 21, 2016	On-Track
✚ SLI Team members wll design a schedule to have teachers visit them during Science Instruction, in order to reflect on their own practice. Tags: Science, Science, Teacher Teams/Collaboration, Community events	SLI Team and Administration	Oct 26, 2016	Oct 26, 2016	On-Track
✚ SLI Team will conduct a STEM night to introduce to the 3rd grade team in order to make this an ongoing and school-wide event. Tags: Science	SLI Team and Administration	Feb 22, 2017	Feb 23, 2017	Completed
✚ Create a Climate Team: Cultivando Mustangs, create a vision and mission. Tags: SEL, Restorative approaches, Pbis, School climate, Pbis, School climate	Counselor	Sep 1, 2015	Sep 5, 2015	Completed
✚ Review various data from surveys and behavior infractions to determine climate area in most need at Sawyer. Audit current system for positive behavior (e.g. Voice Levels, 5 Bes, Expectations in Areas) for Consistency and Areas of Improvement. Tags: SEL, Restorative approaches, Pbis, School climate, Pbis, School climate	Counselor & Climate Team	Sep 1, 2015	Jan 1, 2016	On-Track
✚ Expand Climate Committee (add parent, dean, student) Tags: SEL, Restorative approaches, Pbis, School climate, School climate pbis	Counselor	May 1, 2016	Jun 1, 2016	Behind
✚ Include in our schoolwide calendar: dates for Climate team meetings, classroom and common area observations, PBIS-focused GLM days, PBIS PD days/times, PBIS assemblies/rallies/ student-parent events, and PBIS material purchase dates. Tags: SEL, Restorative approaches, Pbis, School climate, Pbis, School climate	Administration and Counselor	Jun 1, 2016	Aug 31, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Augment the school-wide PBIS plan to include TEACHING Explicit Common Language for Behavior Expectations in Common Areas* (5 Bes*) Develop PD for teachers, recess and PSRP staff, and parents Develop a training module/video (new student, parent or teacher training, subs) Tags: SEL, Restorative approaches, Pbis, School climate, Restorative approaches, Pbis, Professional development, School climate	Climate Team	Jun 1, 2016	Aug 31, 2016	Completed
✚ Analyze/Review consistency and impact in restorative practices. Tags: SEL, Restorative approaches, Pbis, School climate, Restorative approaches, Pbis, Behavior	Counselor, Dean, and Climate Team	May 1, 2016	Aug 31, 2016	On-Track
✚ Develop parent communication and training around restorative practices and expectations laid out in parent handbook (the whys to uniform, hair, gum, discipline- Code of Conduct) Tags: SEL, Restorative approaches, Pbis, School climate, Restorative approaches, Pbis, Behavior, Parent engagement	Counselor, Dean, and Climate Team	Jun 1, 2016	Aug 31, 2016	On-Track
✚ Develop a Consistent, School wide POSITIVE (RESTORATIVE) RESPONSE to Misbehavior: Grade-Band Teams devise and submit for approval and replacement behavior Tags: SEL, Restorative approaches, Pbis, School climate, Restorative approaches, Pbis	Dean and Grade Level Teams	Aug 21, 2016	Aug 31, 2016	Postponed
✚ REINFORCE: Develop Incentives/Acknowledgement of Positive Behavior and Desirable Work Habits through a Token Economy offering Experiential/Intrinsic/Extrinsic Rewards (i.e. Monthly, Quarterly, Rallies/assemblies, Raffle- Mustang Dollars- Catch you doing-Rack up moolah, Monthly Newsletter highlighting/reinforcing a 5 Bes for students and teachers). Develop a plan for Quarterly Recognition for Attendance and Academics (switch from Principal's Student of the Month) (e.g. Quarterly ceremony that Developmentally appropriate reward: books, yogurt, raffle) and continue Mustang All-Star for Behavior. Tags: SEL, Restorative approaches, Pbis, School climate, Pbis, School climate	Administration, Dean, and Climate Team	Apr 1, 2016	Jun 30, 2016	On-Track
✚ Create online submission to increase teacher participation in Mustang All-Star. Tags: SEL, Restorative approaches, Pbis, School climate, Pbis	Counselor	May 1, 2016	Sep 1, 2016	Completed
✚ Continue the role of a Dean of Students to address the school environment, behavioral culture and interventions. Tags: SEL, Restorative approaches, Pbis, School climate, Restorative approaches	Principal	Aug 1, 2016	Jun 30, 2018	Completed
✚ Administration will work with the Dean of Students, Counselor and Security to come up with an effective in-school suspension and intervention program (including Develop a setting/office for ISS). Develop a plan for recidivism of behavior infractions. For instance, a re-entry plan for return from suspensions. Tags: SEL, Restorative approaches, Pbis, School climate, Restorative approaches, Pbis	Administration, Dean, and Counselor	May 1, 2016	Aug 31, 2016	On-Track
✚ Climate Team will meet monthly, analyze data on Student Logger, deploy for observations of classrooms and common areas, teacher PD surveys to follow up/reflect on the effectiveness of PBIS implementation. THey will continue to gauge successes and areas for growth. Tags: SEL, Restorative approaches, Pbis, School climate, School climate, Student engagement, Student council	Counselor & Climate Team	Apr 1, 2016	Jun 30, 2018	On-Track
✚ Design a Principal Student Advisory Council which will assist meetings with principal and other staff to provide feedback on PBIS and Student Voice on CIWP. Tags: SEL, Restorative approaches, Pbis, School climate, Parental involvement, High school readiness, Common language, Graduation, Behavior expectations	Administration, BETA Sponsors & Counselor	Oct 28, 2016	Nov 4, 2016	Completed
✚ Implement meetings with 8th grade students throughout the year to ensure that students are on-track to graduation. Tags: SEL, Restorative approaches, Pbis, School climate	Administration, 8th grade team, counselor, case manager and ELPT	Jan 17, 2017	May 26, 2017	On-Track
✚ Assemble a Bilingual Committee to include parents and community. Tags: Bilingual, Bilingual	ELPT	Apr 25, 2016	May 6, 2016	Behind

District priority and action step	Responsible	Start	End	Status
✚ Include in our school-wide calendar: dates for Bilingual team meetings, classroom observations, Bilingual Program -focused GLM days, Bilingual Program PD days/times, and Bilingual material purchase dates. Tags: Bilingual, Bilingual	ELPT, Administration, Bilingual Committee	May 1, 2016	Aug 31, 2016	On-Track
✚ Committee will Assess Current State of Readiness to Include 2nd grade native language next year (and 3rd grade native language in 2 years). Survey, observe bilingual classrooms, and analyze trends to determine professional development needed for bilingual teachers. Review ACCESS Data and determine language model for 2nd grade. Tags: Bilingual, Professional Learning, Bilingual	ELPT, Administration, and Bilingual Committee	Jul 31, 2016	Jul 31, 2016	Not started
✚ Determine the need and acquire materials for K-8th. (Spanish Bilingual books for Native Language and English books for ESL). Inventory native language and ELD/ESL instructional curriculum materials and resources for ELs to ensure they are appropriate and responsive to the language proficiency, culture and interests of EL students and are aligned with Bilingual Program Type Model(s) (develop an inventory tool) Tags: Bilingual, Bilingual, Instructional materials	ELPT and Bilingual Committee	Apr 25, 2016	May 31, 2016	Not started
✚ Develop an intensive newcomer support plan: -Designate Newcomer Support Staff to provide intensive support for newcomers in K-5th. -Create a Newcomer Center for 6th-8th graders providing after school support. -Acquire Resources for plan Deliver Professional Development Tags: Bilingual, MTSS, Professional Learning, Bilingual	ELPT and Climate Committee	Apr 25, 2016	Sep 30, 2016	Not started
✚ Provide professional development on Stages of Language Acquisition and instructional strategies to support progression of language (Teacher moves, students moves and classroom environment) For K-2nd Grade Bilingual Teachers: Provide professional development on Spanish Language Literacy and ESL. Provide professional development for 3rd-8th grade teachers around best practices for ELs in all program years, especially those students that have transitioned out of Bilingual Program (Language 1 and ESL). Provide on-going professional development on CCSS, WIDA, SLD standards based on program type (TBE/TPI/Dual Language) and goals based on teacher needs. Tags: Bilingual, Professional Learning, Bilingual	ELPT	Aug 21, 2016	Jun 30, 2018	Not started
✚ Monitor/Support: Coach and administration will ensure that teachers are providing instruction in both languages according to their language model. Tags: Bilingual, Bilingual	ELPT and Administration	Sep 1, 2016	Jul 31, 2018	Not started
✚ Monitor on-track data every 5 weeks for failing ELs (D or F in Math) Tags: Bilingual, Bilingual, On track	ELPT and Bilingual Team	May 1, 2016	Jun 30, 2018	Not started
✚ Communicate K-2 Model and Goals for 2016-2017 and K-3 goals for 2017-2018 -To Teachers during GLM -To Parents Tags: Bilingual, Bilingual, Parent engagement	ELPT and Bilingual Team	May 30, 2016	Sep 3, 2016	Behind
✚ Assess the Needs of Newcomers K-8th grades and develop plans Develop an intensive newcomer support plan: -Designate Newcomer Support Staff to provide intensive support for newcomers in K-5th. -Create a Newcomer Center for 6th-8th graders providing after school support. -Acquire Resources for plan Tags: Bilingual, Bilingual	ELPT	May 1, 2016	Sep 3, 2016	Behind
✚ Teachers will partner with community organizations to promote cultural awareness, pride, and to provide consultation on planning cultural events for our community. Tags: Bilingual, Bilingual	Teachers	Jun 1, 2016	Jun 30, 2018	Behind
✚ School Organization: Review the EL rosters and ACCESS preliminary report to ensure ELs are placed appropriately and receive the appropriate instruction according to their linguistic and academic needs. Tags: Bilingual, Bilingual	ELPT	May 1, 2016	Jun 30, 2016	On-Track

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.

> Our LSC president (Parent, Margarita Avalos) is a part of the CIWP Team. The principal also shares this information both in the State of the School address and monthly LSC meetings.

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

> PAC Annual Meeting will be held in September 2016. Parents are invited to monthly Parent PAC meetings which provide workshops based on their interests. We send out our meeting notices in our monthly calendars and save-the-date flyers, morning/afternoon announcements, as well as inform the community of these meetings via Robocall. The Annual Title 1 meeting and the PAC Organizational meeting were held on September 20, 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.

> At the Annual NCLB Meeting in September, we provide information on our curriculum and program. We follow up with Parent Meetings on Assessments, supporting parents in understanding assessment data.

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

> The PAC officers discuss the suggestions and present the concerns to administration for action on a monthly basis.

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.

> On Report Card Day, teachers share NWEA goal-setting sheets with most recent math and reading scores.

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

> Parents request for this information, and we send it out.

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.

> We offer monthly workshops through our PAC parent monthly meetings that encompass topics such as NWEA growth goals, understanding NWEA data, communicating with teachers, and common core state standards. The principal also offers the State of the School address by October.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> We offer parent technology training, parent portal assistance on Report Card Pick Up Days (and as needed), City College ESL and GED Classes, Plaza Comunitaria (elementary school equivalency), and increasing parental involvement 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.

> Our LSC President is a great advocate for both parents and the school. We can leverage her as a resource to support teachers on how to better make parents our partners, and parents how they can better engage with teachers.

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.

> Pre-School is not offered at Sawyer.

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

> All correspondence is written in Spanish and English. Monthly principal newsletters include calendars with school events. Our school website is updated with the same information. Robocall is used to announce meetings and important reminders.

Policy Implementation Activities

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

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

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

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

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

> NA

Parent Compact   Complete

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

Sidney Sawyer Elementary School is dedicated to increasing academic achievement and setting high expectations for all students. To prepare our students for college and career-readiness, including elementary, secondary, and post-secondary studies, we utilize differentiated and data-driven instruction, emphasizing higher-order thinking skills, goal-setting, and technological proficiency. At Sawyer School we create a culture that fosters both academic and social development, infused with creativity, collaboration, and a multitude of extra-curricular opportunities. With the development and support from our parents and community members, our high-quality professional learning community models and cultivates life-long learning, in an effort to create well-rounded, diverse citizens of the twenty-first century.

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

Parent-Teacher Conferences are held twice a year. (November 2016 and April 2017) Teachers review progress on both report cards and NWEA tests. The first Parent-Teacher Conference was held on November 9, 2016. Our records show 86% of report cards were picked up. On November 18, 2016, we will have our annual Assessment Informational meeting for parents. In this workshop, they will learn about the various assessments that take place in our school: Benchmark, PARCC, MAP, ACESS, REACH and MPG.

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

Teachers use a range of reports to communicate a child's progress: Class Dojo (primary), Online Gradebook (K-8), Class Messenger (Middle School), notes home, phone calls home, and in person discussions/meetings. We also send progress reports the 5th, 15th, 25th, and 35th weeks of school.

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

Parents have access to leave teacher's voicemail messages or messages with office staff requesting meetings or call backs from teachers. They are usually available to parents the same day, after school, or within 48 hours of the inquiry.

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.

We have a parent patrol team that supports the school climate and safety at entry and dismissal. We also have parents that volunteer at various points of the day to support teachers. Parents are always invited to classes upon arrangement with the teacher.

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

Parents are asked to open up a Parent Portal account and remain active in checking students' grades. They receive robocalls when their son/daughter is absent, and follow up from our attendance clerks. We ask parents to monitor their child's homework completion, and in some cases when a child is struggling to submit all of their work, they will be asked to sign their child's work to verify that they completed it. Sawyer also offers a free school agenda to assist students with copying down their homework so students and families are aware of the homework assigned each day.

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 participate in LSC meetings, PAC, BAC, and Various Informational Meetings/Workshops. Our parent leaders vigilantly seek feedback and share it with administration. Administration then acts on the feedback, responds to the feedback, or seeks more information, if needed.

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 are expected to arrive to school on time every day at 8am. We expect and model positive attitudes throughout the day. We acknowledge our Mustang All Stars through teacher referral. Sawyer also offers a free school agenda to assist students with copying down their homework so students and families are aware of the homework assigned each day. Students are expected to come to school every day with replenished supplies, but in the cases of family hardship the teacher or office will provide a student with supplies.

Parent Budget   Complete

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

This is completed in September with the PAC. If we use this past year's budget, here is a rough estimate. The Parent Involvement Budget Plan was approved on 9.2016 The goal is to achieve growth in the areas of Reading and Math through more parental involvement. Here is the actual breakdown of funds:

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0 .00

53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	1100	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	500	.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)	$	1000	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	700	.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.	$	200	.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.	$	1000	.00
53510	**Postage** Must be used for parent involvement programs only.	$	50	.00
53306	**Software** Must be educational and for parent use only.	$	500	.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.	$	4000	.00