



2016-2018 plan summary

Team

Name	Role	Email	Access
Laura Watson	Assistant Principal	LJWatson@cps.edu	Has access
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Sara Hainsfurther	SPED Teacher / ILT Team Member	sahainsfurth@cps.edu	Has access
Christina Adelman	Counselor/Case Manager	caadelman@cps.edu	Has access
Katie Smiljanich	EL Lead Teacher	krsullivan@cps.edu	Has access
Michelle Moore	intermediate grades teacher	mdmoore10@cps.edu	Has access
Mark Davidson	Diverse Learner Support Teacher (upper)	medavidson1@cps.edu	Has access
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Team meetings

Date	Participants	Topic
01/25/2016	Network SEL Specialist, Network Management Support, parent group	CIWP parent input
03/07/2016	Network Management Support Lead, intermediate and upper grade student group	CIWP student input/concerns
03/14/2016	Network Management Support Lead, intermediate and upper grade student group	CIWP student input/concerns
03/28/2016	Network Management Support Lead, intermediate and upper grade student group	CIWP student input/concerns
04/04/2016	Network Management Support Lead, intermediate and upper grade student group	CIWP student input/concerns
04/27/2016	Grade-level Teacher Teams (including Diverse Learner Supports Teachers),	School Excellence Framework

Network ISL, Network Admin-in-Charge, Principal, Assistant Principal, Counselor

05/04/2016	Grade-level Teacher Teams, Network ISL, Network Admin-in-Charge, Principal, Assistant Principal, Counselor	CIWP Priorities
05/05/2016	LSC Chairperson, LSC member, parent group, Network Admin-in-Charge, Network Management Support Lead, Network ISL	CIWP parent input
05/17/2016	Bilingual Advisory Committee, Bilingual Lead Teacher	CIWP parent input
03/14/2016	Grade-level Teacher Teams (including Diverse Learner Supports Teachers), Network ISL, Network Admin-in-Charge, Principal, Assistant Principal, Counselor	School Excellence Framework
05/18/2016	Instructional Leadership Team (including Diverse Learner Supports Teachers), Network Admin-in-Charge, Network ISL	CIWP: Mission/Vision
03/09/2016	Instructional Leadership Team (including Diverse Learner Supports Teachers), Network Admin-in-Charge, Network ISL	CIWP: School Excellence Framework
04/27/2016	Instructional Leadership Team (including Diverse Learner Supports Teachers), Network Admin-in-Charge, Network ISL	CIWP parent input
06/08/2016	Instructional Leadership Team, Counselor/Case Manager, Network Admin-in-Charge, Network ISL	CIWP: Framework Priorities, Mission/Vision

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

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The mission of Sayre Language Academy is to provide a diverse learning environment that values the collaboration between students, parents, staff and community members. The vision of Sayre Language Academy is that in order to reach our fullest potential, we strive to enhance our academic understanding of the arts, culture and language through meaningful partnerships and learning experiences.

DRAFT: As Sayre moves forward, the charge for the school community will be to consistently act in ways that reflect the school's core values, beliefs and priorities in order to fulfill the newly refined mission/vision statement. The principal and teachers will work together to analyze NWEA, MCLASS and ACCESS assessment data to inform and provide high quality instruction for all students, especially our diverse learners' growth as measured on the School Quality Rating Policy Report (SQR). SQR metrics that are fully aligned to the goals, priorities and strategies and reflect the core beliefs of the school community will be the focus of the instructional program for 2016-2018. The principal empowers teacher voice through the work of the Instructional Leadership Team. At the weekly grade-level teacher team meetings, ILT members facilitate with administrative support. Administration will strengthen shared responsibility of clear and effective communication within the school (faculty/staff) and community (parents) by joint collaboration on newsletters, updating of the school website and the use of electronic media to share information about activities and programs throughout the school year as motivation to increase parental involvement.

Administration will seek professional development opportunities based on teacher input for professional growth.

Other collective responsibilities include participation in (but not limited to) the following:

Grade-band teacher leaders: facilitate and share information on district and network initiatives through school-wide professional development sessions, participate in vertical and horizontal curriculum mapping and supporting aligned resources;

ILT: membership is comprised of grade-band teacher leaders, Diverse Learner Support teacher, counselor/case manager, bilingual/ESL Support teacher and Fine Arts teacher; work of the ILT is to assist administration with analyzing student assessment data (NWEA, ACCESS and MClass) to identify instructional supports for all students (Tier I: core instruction, Tier II: strategic instruction; Tier III: targeted instruction [enrichment, remediation, etc.]); lead teacher-team meetings in collaborative conversations about improving student achievement;

BAC (Bilingual Advisory Committee): membership is comprised of ESL/Bilingual Lead teacher and parents; work of BAC is to advise school leadership on issues and concerns related to bilingual supports for students;

Committee chair/member of various in-house groups, i.e. PPLC, Fine Arts, PAC, etc.

Equity of voice among administration, staff and parents will be observed in all professional and personal interactions as the foundation for building and sustaining mutually respectful relationships.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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Instructional Leadership Team; membership is comprised of grade-band teacher leaders, Diverse Learner Support teacher, counselor/case manager, fine arts teachers, bilingual/ESL support teacher and administration.

The work of the ILT includes but is not limited to: analyzing student assessment data (NWEA, ACCESS, MCLASS, etc.) to inform instruction and refine strategies to improve student outcomes; share professional development around district and network initiatives through grade-level meetings; use equity of voice in finding root causes of student growth and/or challenges and improving teacher practice; leads collaborative discussions on possible professional development texts and resources that could be used for school-wide book studies.

ILT schedules and structures regular meetings with clear agendas and action items assigned to members; outcomes are followed up on during subsequent meetings.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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Administration will identify mentor teachers to act as guides for new teachers (instructional program, school operations, etc.)
Principal meets with mentors/mentees on a regular basis to provide feedback and support.

Administration will seek input from teachers to self-identify areas of professional growth and will provide resources to support in those areas.

Weekly grade-level meetings will rotate throughout classrooms to provide opportunities for teachers to give feedback on classroom environment to their colleagues.

Administration and teachers will collaborate on professional development texts and/or resources that can be used as school-wide book studies to improve teacher practice.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

Score

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

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priority subject areas.

Administration will leverage human capital (students, teachers, staff, community members, community organizations) as resources to maximize students' instructional, social and emotional outcomes.

Given current limited funding, administration will seek grant-funded opportunities, corporate sponsorships, university partnerships and collaborate with civic organizations to support areas of highest need for students (academics, social, emotional, etc.)

Given current limited funding, school will engage teacher input in creating school-wide schedules that maximize teacher efficiency.

School will encourage teachers to utilize GOOGLE (Classroom, Hangouts, Sheets, etc.) to plan and collaborate through electronic platforms in lieu of face-to-face planning time.

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

Score

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

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Administration will seek teacher voice in refining common planning time to fully develop curriculum maps, school-wide sequencing and/or pacing guides and thematic units covering multiple disciplines.

Instructional Leadership Team will lead the work of teacher teams in data analysis discussions (NWEA, ACCESS and mCLASS) to identify skills to be highlighted for instruction and the currently available curriculum materials that can be utilized to support instruction for all students, with heightened focus on the needs of Diverse Learners.

PPLC (Professional Personnel Leadership Committee) will provide feedback to administration regarding efficacy of currently available curricular materials in meeting the instructional needs of students; feedback may be provided using electronic media, teacher surveys and/or questionnaires completed during teacher-team meetings.

When applicable, teachers will engage in vertical planning discussions about previous year's completion of units and review of the scope and sequence to identify any gaps.

School will encourage teachers to include CPS-developed content area frameworks (Literacy Content Framework v2.0) and curriculums (e.g. Interdisciplinary African and African-American Studies Curriculum) as supplemental instructional materials for students.

CURRICULUM MAPS: Teachers want to meet with other grade levels to align curriculum for each subject area, both vertically and horizontally. Out of these planning sessions, teachers will work collaboratively to create unit plans aligned to the current available curriculum materials, the Common Core State Standards and the Next Generation Science Standards, where applicable.

SEQUENCING AND PACING GUIDES: Currently, there is minimal implementation of a yearly scope and sequence that is also aligned to the CCSS and the NGSS. Teachers are utilizing weekly plans.

THEMATIC UNITS COVERING MULTIPLE DISCIPLINES: Implementation of cross-curricular thematic units is sporadic; specifically as observed in primary and intermediate classrooms. In upper grade classes, the teachers have intermittently collaborated on thematic units.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.

- Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

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Teachers will work together on the selection of instructional materials aligned to targeted standards (CCSS, WIDA and Next Generation Science Standards).

School will encourage the use of varied technologies to ensure appropriate instructional materials are utilized to support academic needs of students; teachers will be encouraged to seek out multimedia that eliminate barriers for students to access the content introduced during instruction.

Given current limited funding resources, an instructional materials committee (comprised of teachers, staff, administration and faculty) will seek grant-funded opportunities to possibly purchase supplemental materials aligned to student interests and guided reading levels.

Guide for Instructional Materials

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

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

- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGRP 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)

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During mandatory professional development sessions held prior to the start of school, teachers and administrators will research professional texts and resources to reach consensus on the school-wide definition of "rigor" ; this definition will be used to develop student tasks that can be embedded in collaboratively developed unit plans, thematic units and curriculum maps that will be used throughout the school year.

The Instructional Leadership Team members will drive purposeful discussions during teacher team meetings in discussing and analyzing authentic student work scored using protocols and rubrics selected by consensus of teachers and administrators. The purpose of discussions is to encourage risk-taking among teachers to develop, discover, refine student tasks that increase rigor for all students.

Administrators and teachers will come to consensus on the use of: 1) Problems of the Month and/or 2) Math Talks and/or 3) MARS Tasks. These three items reflect the instructional shifts in Mathematics (as described in the CCSS) and how embedding the Math Practices into core math instruction will increase the rigor of student tasks across grade levels. Utilizing any of these three instructional strategies will allow teachers to continue improving rigorous student tasks and allow for safe practice time during implementation.

Guide for Rigorous Student Tasks

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

- **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

School will solicit input from teachers, staff, parents and community members to possibly develop grade-level appropriate student interest inventories that can be administered K-8th to identify potential learning paths aligned to the results for each student.

Administration will solicit teacher voice in developing and sustaining a school-wide expectation on building student stamina and persistence related to studying, organizing, assignment completion and student self-monitoring/correction of behavior; the language of the school-wide expectation will be consistently communicated to parents and students through verbal interactions and written information throughout the school year.

Human capital resources (parents, community members, teachers, family members) may be tapped to disseminate experiential knowledge of potential careers and/or collegiate supports needed as students transition beyond elementary high school.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

During collaborative planning time and professional development sessions held prior to and/or at the beginning of the school year, teachers will discuss pedagogy and instructional strategies relevant to the appropriate grade-level and grade-bands taught. These discussions will be inclusive of how instructional strategies can be embedded into collaboratively developed thematic units, curriculum maps and pacing/sequencing guides that may be used throughout the school year across content areas. When applicable, grade level teachers will engage in vertical planning discussions regarding instructional strategies.

Using electronic platforms (GOOGLE Classroom, Hangout, Sheets, etc.), teachers will be encouraged to voluntarily provide instructive feedback to their peers on a pre-approved area of focus (e.g. questioning and discussion techniques); this voluntary peer feedback can be utilized by the selected teacher to change or refine their instruction.

Administration, teachers and staff may employ the use of professional development resources and texts to develop a school-wide common language related to formative assessment and how assessment results can be continuously and regularly embedded in instruction as checks for student understanding. Teacher input will be sought on ideas for how this practice can be reflected school-wide in GRADEBOOK.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 **2** 3 4

School will leverage ILT to monitor On-Track rates for all grades with emphasis throughout the year on benchmark grades to reduce number of retainees. ILT will facilitate collaborative discussions with grade-level colleagues to ensure interventions, support and progress monitoring is occurring with fidelity.

School support of high quality Tier I instruction will include but not be limited to: use of student-led data conversations about growth where students discuss ownership of their learning with teachers and are able to articulate what they do instructionally every day to meet their academic goals; classroom environments include designated areas where clearly defined learning goals are displayed; parent notification of school's overall academic program and students' learning targets.

School support of high quality Tier II instruction will include Tier I resources and include but not be limited to the following: analysis of multiple data points to identify students in need of additional appropriate academic and social interventions, student growth is tracked and monitored with the goal of students returning to Tier I, discussions among teachers and itinerant support providers about student progress monitoring will occur at regular intervals during implementation of Tier II supports and parent notification of school's overall academic program and Tier II students' learning targets.

School support of high quality Tier III instruction will include Tier I and Tier II resources and include but not be limited to the following: school-wide implementation of Personal Learning Plans for students identified as needing intensive academic and social supports to effectively master instructional content and behavioral goals.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Refine school-wide grading policy to ensure uniformity of categories, weights, frequency of assessments - all appropriate to grade levels and grade bands (teachers and admins will reach consensus); this agreement will be reflected in Gradebook throughout all four quarters.

Teachers and administrators will engage in collaborative and collegial discussions regarding alignment of curriculum to assessment across grade levels; doing this will enable teachers to identify student learning gaps from year to year.

Teachers and administrators will engage network colleagues to investigate, research interim assessment systems being implemented in network schools; purposes of this level of engagement is to reach consensus on a balanced assessment system that can be implemented at Sayre. Doing so will serve as a catalyst for future cross-network collaboration.

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
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

School will solicit student, staff, teacher and administrative input on decisions to continue existing programs and partnerships that positively reflect the school's culture, beliefs and values.

School will seek innovative ways to encourage consensus within and around the school community on the meaning of "high expectations" and how these are clearly, effectively and consistently communicated to students throughout the school year. Instructional, social and emotional exchanges should reflect the norms that are to be observed so that all parties feel valued as a result of the interaction.

School will regularly and consistently display student work and/or artifacts that genuinely reflects student learning processes. Student work throughout the building should reflect mastery of and/or progression toward identified learning standards (Common Core State Standards, WIDA, Next Generation Science Standards) utilizing teacher and student created rubrics.

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

School will solicit student, teacher and parent input to develop systems and structures that encourage mutually respectful relationships (adult-student, student-student, administration-parent).

School will embrace the rich diversity in the Galewood area by being inclusive of the community members in planning celebrations of culture, language and heritage throughout the school year. Student voice, parental and staff input will be considered to ensure true reflection of the community and to build tolerance beyond the school's walls.

School will encourage the use of courteous and respectful language in both personal and professional interactions among all stakeholders.

School will leverage mutually respectful adult-student relationships to decrease incidents of student misconduct.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.

- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Student voice will be included in the development of grade-level and grade-band quarterly incentives for attendance, behavior, academics (meeting growth targets) to be implemented school-wide.

An active student council will be formed with a teacher as the moderator; students will campaign to be grade-level representatives; concerns and ideas that relevant to their grade-level and/or grade-band peers will be discussed and resolved at monthly student council meetings which will be facilitated by the teacher moderator.

Student interest inventories/surveys will be distributed at the start of the school year; the purpose of these surveys is to incorporate students' interests into school-based and community-oriented learning projects and/or after-school and extracurricular activities that can be student-centered and student-led with teacher and parental input and support.

Student voice will be included in creating a school-wide safety plan.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

- skills and content in curriculum.
- Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
- Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

Teacher voice related to student misconduct will be considered during administrative investigation of infractions. Collaborative discussion between teachers and administration to determine appropriate level of consequence will occur prior to any decision about the infraction. The resultant decision will be communicated to teachers from administration in a timely fashion.

Student safety and behavioral expectations will be included in the student-created schoolwide safety plan.

At the start of the school year, each classroom and resource teacher will include student voice in the development of a behavior management system. Each teacher's behavior management system will be submitted to administration.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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.

1 2 3 4

School will consistently apply clear consequences for discipline, according to the CPS Student Code of Conduct.

Adults will continue to model thoughtful, respectful voice when interacting with students regarding behavior issues. Adult action will enable students to see how to positively respond when making poor choices.

PBS Team will continue to seek student input in the development and implementation of the school-wide behavior management system.

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

Parent Partnership:

Score

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

1 2 3 4

The multi-purpose room that is used as the nurse's office and parent room for Bilingual Advisory Committee meetings will continue.

Administration will regularly send newsletters to parents using various media platforms.

School will solicit parent volunteers through surveys and positive encouragement to complete volunteer screening process. Parents will be matched to appropriate volunteer opportunities.

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)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
	CPS Framework for Teaching 2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
1	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
1	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
1	Expectations for Quality & Character of School Life: Relational Trust	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
1	Expectations for Quality & Character of School Life: Safety & Order	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Parent Partnership	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

3 Expectations for depth & breadth of Student Learning: Rigorous Student Tasks

1 2 3 4 5

3 Expectations for Quality & Character of School Life: Culture for Learning

1 2 3 4 5

Goals

Required metrics (Elementary)

0 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	90.00	57.00	65.00	67.00
National School Growth Percentile - Math				
(Blank)	76.00	56.00	65.00	68.00
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	59.60	(Blank)	60.00	63.00
African-American Growth Percentile - Reading				
(Blank)	69.00	48.00	56.00	61.00
Hispanic Growth Percentile - Reading				
(Blank)	93.00	62.00	57.00	63.00
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
(Blank)	94.00	8.00	26.00	35.00
African-American Growth Percentile - Math				
(Blank)	60.00	36.00	58.00	62.00
Hispanic Growth Percentile - Math				
(Blank)	77.00	66.00	61.00	65.00
English Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Math				
(Blank)	90.00	24.00	32.00	38.00
National School Attainment Percentile - Reading (Grades 3-8)				
(Blank)	78.00	73.00	75.00	78.00
National School Attainment Percentile - Math (Grades 3-8)				

(Blank)	78.00	77.00	79.00	81.00
National School Attainment Percentile - Reading (Grade 2)				
(Blank)	84.00	47.00	52.00	56.00
National School Attainment Percentile - Math (Grade 2)				
(Blank)	77.00	73.00	74.00	76.00
% of Students Making Sufficient Annual Progress on ACCESS				
(Blank)	48.10	54.20	56.00	58.00
Average Daily Attendance Rate				
(Blank)	95.60	95.20	96.00	96.00
My Voice, My School 5 Essentials Survey				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If administration treats teachers, parents and students with respect rather than with judgment

teachers engaged in a broad range of decisions regarding school policies and practices

as measured on the 5Essentials Survey: an increase from 4 points to 25 points for the key indicator of Teacher-Principal Trust in the Effective Leaders in Instructional Leadership, an increase from 1 point to 20 points, in Collaborative Practices, an increase from 1 point to 20 points and an increase from 5 points to 20 points for the key indicator of Student-Teacher Trust on the 5Essentials Survey.

Tags:

Shared leadership, Collaborative feedback, Collaborative planning

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

select appropriate data analysis protocols to analyze data to address student instructional strengths and needs

Principal
ILT
grade level teachers

Jul 1, 2016 to
Jun 30, 2017

completed data analysis protocols

On-Track

Climate and Culture, Collective responsibility, Instruction planning, Analyze data

facilitate and share information on district and network initiatives through schoolwide professional development sessions	administration teacher leaders	Jul 1, 2016 to Jun 30, 2017	Completed powerpoint presentations, related district/network provided materials (e.g.articles, protocols, PD books)	On-Track
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Professional Learning, Climate and Culture, Instructional practices, Instructional priorities

improve vertical and horizontal curriculum maps with supporting aligned resources	Administrators Teachers	Jul 1, 2016 to Jun 30, 2017	Completed curriculum maps at the end of each quarter	On-Track
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Climate and Culture, Aligned resources, Curriculum maps, Collaborative planning

include teacher input in newsletters, updates on school website that are regularly scheduled	Administrators Teachers	Jul 1, 2016 to Jun 30, 2017	teacher submissions for newsletters and items for school website	On-Track
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Climate and Culture, Family and Community Engagement, Communications

collaborate on revised scheduling of Diverse Learner Teachers to maximize teacher efficiency	Administrators Teachers	Jul 1, 2016 to Jun 30, 2017	completed schedule	Completed
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Diverse learner teachers, Student growth, Collaborative planning

Prepare presentation of Sayre's Balanced Literacy Program with an emphasis on Guided Reading	Administrators Teachers	Jul 1, 2016 to Jun 30, 2017	Completed powerpoint and instructional materials	On-Track
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Professional Learning, Balanced literacy, Guided reading

engage parent groups (e.g. FFO, BAC, etc.) to determine needs and practices for student success	Administrators Teachers Parents	Jul 1, 2016 to Jun 30, 2017	completed surveys, meeting minutes, questionnaires	On-Track
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Climate and Culture, Bilingual, Collaboration, Parent support group

repurpose focus of Sayre Student Council to increase student voice	administrators teacher sponsor students	Jul 1, 2016 to Jun 30, 2017	(Blank)	Completed
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Climate and Culture, Student council, Collaboration, Student empowerment

Strategy 2

If we do...

refine the integration of our social emotional learning program with a focus on restorative discipline, fine arts incorporation and extra-curricular activities

...then we see...

increased demonstrated behaviors that lead to academic achievement and improvement in student-teacher trust

...which leads to...

increased NWEA percentages in reading and math; increased points on 5Essentials Survey: (Student-Teacher Trust) points increase from 5 points to 20 points; Peer Support for Academic Work points from 9 points to 20 points;

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
Establish mentorship program to improve student-teacher interactions and relationships	Teachers Students	Sep 6, 2016 to Jun 30, 2017	Student Logger entries	On-Track

Relationships, Relational trust, Student centered

Include student and parent input in strengthening schoolwide PBS supports	PBS Team Students Administrators Parents	Sep 6, 2016 to Jun 30, 2017	Student Logger entries	On-Track
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School culture climate, Social emotional learning, Student centered, Behavior expectations

include student interest in creating after-school programs, clubs, etc.	Teacher sponsors Students Administrators	Sep 6, 2016 to Jun 30, 2017	student enrollment and attendance	Completed
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Relational trust, Social emotional learning, Student centered

continue counselor-student check-ins	Counselor students	Sep 6, 2016 to Jun 30, 2017	Student Logger entries	On-Track
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Self-regulation, Relational trust, Student centered, Self efficacy, Social and emotional learning

continue established evening events that showcase community heritage, culture and language	Parents Students Administrators Teachers	Aug 1, 2016 to Jun 30, 2017	event agendas	On-Track
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Parental involvement, Community events, Cultural awareness, Collaborative planning

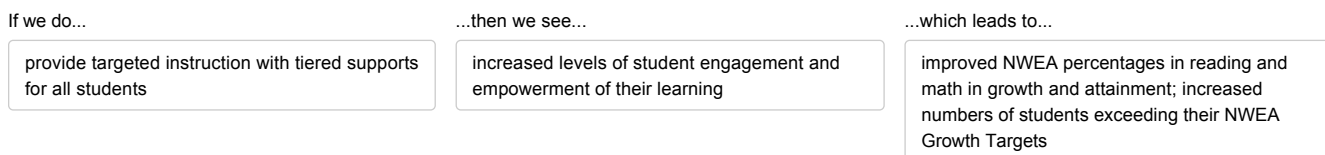
create committees to spearhead evening cultural and social events	Parents Teachers Administrators	Aug 1, 2016 to Jun 30, 2017	committee rosters	On-Track
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Community events, Relational trust, Cultural awareness

publicize calendar for social and cultural events	Teachers Administrators	Aug 1, 2016 to Sep 30, 2016	completed calendar of yearly events	Completed
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Community, Relational trust, Collaborative planning, Communications

Strategy 3



Tags:
Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports

Area(s) of focus:
3

Action step	Responsible	Timeframe	Evidence for status	Status
analyze NWEA student assessment data to inform and provide high quality core instruction	Administrators Teachers ILT members Counselor	Aug 1, 2016 to Jun 30, 2017	NWEA Spring 2016 reading and math scores	Completed

Collaboration, Protocols, Assessment data, Multi tiered systems of support

analyze mClass student assessment data to inform and provide high quality core instruction	Administrators Teachers ILT members Counselor	Aug 1, 2016 to Jun 30, 2017	mClass data for reading and math	On-Track
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Protocols, Mclass, Assessment data, Analyze data, Multi tiered systems of support

analyze ACCESS student assessment data to inform and provide high quality core instruction	Administrators Teachers Counselor ILT members	Aug 1, 2016 to Jun 30, 2017	ACCESS data	Completed
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Protocols, Access, Assessment data, Analyze data

improve implementation of Balanced Literacy Program schoolwide with emphasis on Guided Reading as foundation of core reading instruction (Tier I)	Administration Teachers	Sep 6, 2016 to Jun 30, 2017	schoolwide master schedule, detailed time distribution sheets, weekly lesson plans, unit plans	On-Track
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Balanced literacy, Guided reading, Tier i instruction

improve core math instruction by increasing school-wide adoption of: Problem of the Month and/or Math Talks	Teachers Administrators	Sep 6, 2016 to Jun 30, 2017	completed unit and weekly lesson plans	On-Track
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Math talks, Math problem of the month, Tier i instruction

Emphasize eight math practices and math academic vocabulary embedded in core math instruction	Teachers	Sep 1, 2017 to Jun 29, 2018	weekly lesson plans, unit plans	Not started
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Math practice standard, Tier i instruction

monitor On-Track rates to address student academic challenges	ILT members Teachers Administrators Counselor	Sep 6, 2016 to Jun 30, 2017	DASHBOARD On-Track data	On-Track
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Data analysis, Protocols, Multi tiered systems of support

monitor efficacy Tier II and Tier III academic and behavioral interventions schoolwide; change interventions and supports based on student successes	Teachers Administrators Counselor	Sep 12, 2016 to Jun 30, 2017	intervention logs, weekly lesson plans, collaboration logs	On-Track
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Collaborative planning, Multi tiered systems of support, Instructional interventions

implement targeted usage of web-based, supplemental instructional programs (i.e. Compass Learning, I-XL, Khan Academy, etc.) for Tier II and Tier III interventions	Teachers Administrators	Sep 6, 2016 to Jun 30, 2017	usage and performance reports for web-based programs (progress shared during grade-level meetings)	On-Track
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Curriculum, Multi-tiered support systems, Interventions and supports

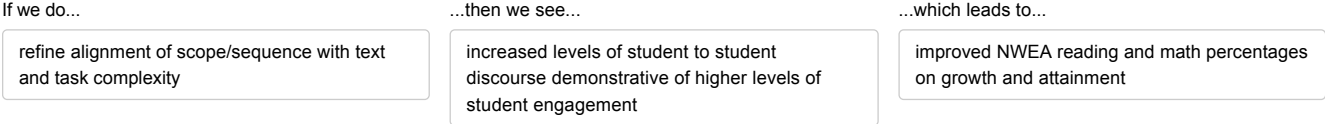
Create a committee to establish partnerships with area universities; cultivate programs that may address academic and behavior needs of students	Teachers Administrators Counselor	Jul 1, 2016 to Jun 30, 2017	committee meeting minutes, partnership agreement, program implementation	On-Track
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Partnerships, Multi-tiered support systems, Program design

establish a progress monitoring schedule for Tier II and Tier III interventions; create parental notification schedule of student progress	Teachers Administrators Counselor	Jul 1, 2016 to Jun 30, 2017	progress monitoring calendar; parental notification form	On-Track
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Progress monitoring, Parent communication, Multi tiered systems of support

Strategy 4



Tags: Curriculum Design, Vertical alignment, Student discourse, Curriculum alignment, Understanding by design Area(s) of focus: 4

Action step	Responsible	Timeframe	Evidence for status	Status
collaboratively review alignment of curriculum maps to Common Core State Standards, WIDA standards and Next Generation Science Standards	Teachers Administrators ILT members	Jul 1, 2016 to Jun 30, 2017	completed curriculum maps	Completed

Curriculum mapping, Curriculum alignment, Collaborative planning

collaboratively review alignment of grade-level scope and sequence maps to Common Core State Standards, WIDA standards and Next Generation Science Standards	Teachers Administrators ILT members	Jul 1, 2016 to Jun 30, 2017	completed grade-level scope and sequence maps	Completed
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Scope and sequence, Curriculum planning, Collaborative planning

Establish school-wide protocols for sharing and modifying curriculum materials that support Diverse Learners	Teachers Administrators	Sep 6, 2016 to Jun 30, 2017	collaboration logs, grade level meeting agendas and minutes	On-Track
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Diverse Learners, Instruction planning, Effective instruction, Grade level team meetings

communicate to parents grade level scope and sequence maps	Teachers Administrators	Sep 1, 2017 to Jun 29, 2018	quarterly parent packets, school web site posting, Google tools	Not started
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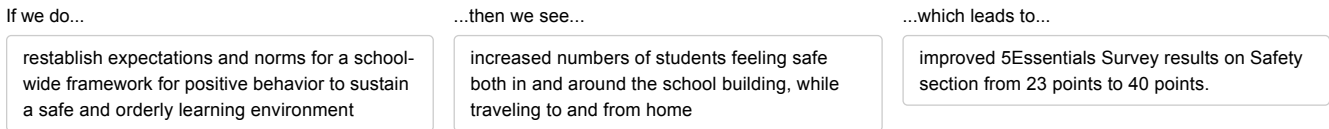
Scope and sequence, Curriculum map, Collaborative planning, Parent communication

embed fine arts project based learning tasks in grade level unit plans	Grade level teachers Fine arts teachers Administrators	Jul 1, 2016 to Jun 30, 2017	completed unit plans, public display in school hallways	On-Track
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Project-based learning, Fine arts, Community resources, Unit plans

Co-create school-wide Benchmarks to assess instructional effectiveness in teaching CCSS	Grade Level teachers ILT Administrators	Oct 17, 2016 to Nov 11, 2016	Complete and review uniform scope and sequence Create and give benchmark assessments.	On-Track
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Strategy 5



Tags: Expectations, Safety and order, Positive behavior supports, Group norms

Area(s) of focus: 5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
analyze misconduct data as reflected in DASHBOARD to identify patterns and root causes of misconduct referrals	analyze misconduct data as reflected in DASHBOARD to identify patterns and root causes of misconduct referrals	Jul 1, 2016 to Jun 30, 2017	DASHBOARD misconduct data, Student Logger, data analysis protocols	On-Track

Student logger, Data dashboard

engage students to create grade-band safety plans posted in classrooms and common areas	Students Teachers Administrators	Sep 6, 2016 to Jun 30, 2017	completed safety plans	Completed
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School climate, Safety and order, Classroom environment, Student voice, engagement

include teacher feedback when considering appropriate consequence for student behavior infractions	Teachers Administrators	Sep 6, 2016 to Jun 30, 2017	CPS Student Code of Conduct, Sayre Student Reflection Sheet,	On-Track
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Behavior and Safety, Collaboration, Discipline, Teacher feedback

communicate to teachers and parents all decisions regarding student behavior infraction	Administration Teachers	Sep 6, 2016 to Jun 30, 2017	Communication Log, CPS Student Code of Conduct	On-Track
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Behavior and Safety, Teacher feedback, Parent communication

engage teacher voice to establish clear criteria for office referrals versus classroom managed behaviors; establish classroom management plans that are visibly displayed	Teachers Administrators	Sep 6, 2016 to Sep 30, 2016	Behavior Referral Form; Classroom Management Plans	Completed
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Behavior and Safety, Expectations, Teacher feedback, Classroom management

partner with community agencies, organizations to provide wraparound social, emotional support services	Counselor Administrator Community partners	Jul 1, 2016 to Jun 30, 2017	External partnership agreement	On-Track
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Behavior and Safety, Social emotional, Community partnerships

encourage reinforcement of behavior norms by all staff members with emphasis on intermediate and upper grade hallway transitions	All staff	Sep 6, 2016 to Jun 30, 2017	classroom tardy slips, PBIS posters (hallway focus), Whole Class Bulldog tickets	On-Track
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Behavior and Safety, School wide staff, Positive behavior supports

engage student voice in building skills to nurture respectful interactions and relationships with others	Students Teachers Administrators	Sep 6, 2016 to Jun 30, 2017	Student Council agenda and minutes	On-Track
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Reflection, Student council, Student voice, engagement

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ select appropriate data analysis protocols to analyze data to address student instructional strengths and needs</p> <p>Tags: Shared leadership, Collaborative feedback, Collaborative planning, Climate and Culture, Collective responsibility, Instruction planning, Analyze data</p>	Principal ILT grade level teachers	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✚ facilitate and share information on district and network initiatives through schoolwide professional development sessions</p> <p>Tags: Shared leadership, Collaborative feedback, Collaborative planning, Professional Learning, Climate and Culture, Instructional practices, Instructional priorities</p>	administration teacher leaders	Jul 1, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ improve vertical and horizontal curriculum maps with supporting aligned resources</p> <p>Tags: Shared leadership, Collaborative feedback, Collaborative planning, Climate and Culture, Aligned resources, Curriculum maps, Collaborative planning</p>	Administrators Teachers	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ include teacher input in newsletters, updates on school website that are regularly scheduled</p> <p>Tags: Shared leadership, Collaborative feedback, Collaborative planning, Climate and Culture, Family and Community Engagement, Communications</p>	Administrators Teachers	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ collaborate on revised scheduling of Diverse Learner Teachers to maximize teacher efficiency</p> <p>Tags: Shared leadership, Collaborative feedback, Collaborative planning, Diverse learner teachers, Student growth, Collaborative planning</p>	Administrators Teachers	Jul 1, 2016	Jun 30, 2017	Completed
<p>✦ Prepare presentation of Sayre's Balanced Literacy Program with an emphasis on Guided Reading</p> <p>Tags: Shared leadership, Collaborative feedback, Collaborative planning, Professional Learning, Balanced literacy, Guided reading</p>	Administrators Teachers	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ engage parent groups (e.g. FFO, BAC, etc.) to determine needs and practices for student success</p> <p>Tags: Shared leadership, Collaborative feedback, Collaborative planning, Climate and Culture, Bilingual, Collaboration, Parent support group</p>	Administrators Teachers Parents	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ repurpose focus of Sayre Student Council to increase student voice</p> <p>Tags: Shared leadership, Collaborative feedback, Collaborative planning, Climate and Culture, Student council, Collaboration, Student empowerment</p>	administrators teacher sponsor students	Jul 1, 2016	Jun 30, 2017	Completed
<p>✦ Establish mentorship program to improve student-teacher interactions and relationships</p> <p>Tags: Fine arts, Social and emotional learning, Student empowerment, Relationships, Relational trust, Student centered</p>	Teachers Students	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ Include student and parent input in strengthening schoolwide PBS supports</p> <p>Tags: Fine arts, Social and emotional learning, Student empowerment, School culture climate, Social emotional learning, Student centered, Behavior expectations</p>	PBS Team Students Administrators Parents	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ include student interest in creating after-school programs, clubs, etc.</p> <p>Tags: Fine arts, Social and emotional learning, Student empowerment, Relational trust, Social emotional learning, Student centered</p>	Teacher sponsors Students Administrators	Sep 6, 2016	Jun 30, 2017	Completed
<p>✦ continue counselor-student check-ins</p> <p>Tags: Fine arts, Social and emotional learning, Student empowerment, Self-regulation, Relational trust, Student centered, Self efficacy, Social and emotional learning</p>	Counselor students	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ continue established evening events that showcase community heritage, culture and language</p> <p>Tags: Fine arts, Social and emotional learning, Student empowerment, Parental involvement, Community events, Cultural awareness, Collaborative planning</p>	Parents Students Administrators Teachers	Aug 1, 2016	Jun 30, 2017	On-Track
<p>✦ create committees to spearhead evening cultural and social events</p> <p>Tags: Fine arts, Social and emotional learning, Student empowerment, Community events, Relational trust, Cultural awareness</p>	Parents Teachers Administrators	Aug 1, 2016	Jun 30, 2017	On-Track
<p>✦ publicize calendar for social and cultural events</p> <p>Tags: Fine arts, Social and emotional learning, Student empowerment, Community, Relational trust, Collaborative planning, Communications</p>	Teachers Administrators	Aug 1, 2016	Sep 30, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ analyze NWEA student assessment data to inform and provide high quality core instruction</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Collaboration, Protocols, Assessment data, Multi tiered sytems of support</p>	Administrators Teachers ILT members Counselor	Aug 1, 2016	Jun 30, 2017	Completed
<p>✦ analyze mClass student assessment data to inform and provide high quality core instruction</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Protocols, Mclass, Assessment data, Analyze data, Multi tiered sytems of support</p>	Administrators Teachers ILT members Counselor	Aug 1, 2016	Jun 30, 2017	On-Track
<p>✦ analyze ACCESS student assessment data to inform and provide high quality core instruction</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Protocols, Access, Assessment data, Analyze data</p>	Administrators Teachers Counselor ILT members	Aug 1, 2016	Jun 30, 2017	Completed
<p>✦ improve implementation of Balanced Literacy Program schoolwide with emphasis on Guided Reading as foundation of core reading instruction (Tier I)</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Balanced literacy, Guided reading, Tier i instruction</p>	Administration Teachers	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ improve core math instruction by increasing school-wide adoption of: Problem of the Month and/or Math Talks</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Math talks, Math problem of the month, Tier i instruction</p>	Teachers Administrators	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ Emphasize eight math practices and math academic vocabulary embedded in core math instruction</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Math practice standard, Tier i instruction</p>	Teachers	Sep 1, 2017	Jun 29, 2018	Not started
<p>✦ monitor On-Track rates to address student academic challenges</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Data analysis, Protocols, Multi tiered sytems of support</p>	ILT members Teachers Administrators Counselor	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ monitor efficacy Tier II and Tier III academic and behavioral interventions schoolwide; change interventions and supports based on student successes</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Collaborative planning, Multi tiered sytems of support, Instructional interventions</p>	Teachers Administrators Counselor	Sep 12, 2016	Jun 30, 2017	On-Track
<p>✦ implement targeted usage of web-based, supplemental instructional programs (i.e. Compass Learning, I-XL, Khan Academy, etc.) for Tier II and Tier III interventions</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Curriculum, Multi-tiered support systems, Interventions and supports</p>	Teachers Administrators	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ Create a committee to establish partnerships with area universities; cultivate programs that may address academic and behavior needs of students</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Partnerships, Multi-tiered support systems, Program design</p>	Teachers Administrators Counselor	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ establish a progress monitoring schedule for Tier II and Tier III interventions; create parental notification schedule of student progress</p> <p>Tags: Core Instruction, Multi-tiered support systems, Instructional strategies, Interventions and supports, Progress monitoring, Parent communication, Multi tiered sytems of support</p>	Teachers Administrators Counselor	Jul 1, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ collaboratively review alignment of curriculum maps to Common Core State Standards, WIDA standards and Next Generation Science Standards Tags: Curriculum Design, Vertical alignment, Student discourse, Curriculum alignment, Understanding by design, Curriculum mapping, Curriculum alignment, Collaborative planning</p>	Teachers Administrators ILT members	Jul 1, 2016	Jun 30, 2017	Completed
<p>✦ collaboratively review alignment of grade-level scope and sequence maps to Common Core State Standards, WIDA standards and Next Generation Science Standards Tags: Curriculum Design, Vertical alignment, Student discourse, Curriculum alignment, Understanding by design, Scope and sequence, Curriculum planning, Collaborative planning</p>	Teachers Administrators ILT members	Jul 1, 2016	Jun 30, 2017	Completed
<p>✦ Establish school-wide protocols for sharing and modifying curriculum materials that support Diverse Learners Tags: Curriculum Design, Vertical alignment, Student discourse, Curriculum alignment, Understanding by design, Diverse Learners, Instruction planning, Effective instruction, Grade level team meetings</p>	Teachers Administrators	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ communicate to parents grade level scope and sequence maps Tags: Curriculum Design, Vertical alignment, Student discourse, Curriculum alignment, Understanding by design, Scope and sequence, Curriculum map, Collaborative planning, Parent communication</p>	Teachers Administrators	Sep 1, 2017	Jun 29, 2018	Not started
<p>✦ embed fine arts project based learning tasks in grade level unit plans Tags: Curriculum Design, Vertical alignment, Student discourse, Curriculum alignment, Understanding by design, Project-based learning, Fine arts, Community resources, Unit plans</p>	Grade level teachers Fine arts teachers Administrators	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ Co-create school-wide Benchmarks to assess instructional effectiveness in teaching CCSS Tags: Curriculum Design, Vertical alignment, Student discourse, Curriculum alignment, Understanding by design</p>	Grade Level teachers ILT Administrators	Oct 17, 2016	Nov 11, 2016	On-Track
<p>✦ analyze misconduct data as reflected in DASHBOARD to identify patterns and root causes of misconduct referrals Tags: Expectations, Safety and order, Positive behavior supports, Group norms, Student logger, Data dashboard</p>	analyze misconduct data as reflected in DASHBOARD to identify patterns and root causes of misconduct referrals	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ engage students to create grade-band safety plans posted in classrooms and common areas Tags: Expectations, Safety and order, Positive behavior supports, Group norms, School climate, Safety and order, Classroom environment, Student voice, engagement</p>	Students Teachers Administrators	Sep 6, 2016	Jun 30, 2017	Completed
<p>✦ include teacher feedback when considering appropriate consequence for student behavior infractions Tags: Expectations, Safety and order, Positive behavior supports, Group norms, Behavior and Safety, Collaboration, Discipline, Teacher feedback</p>	Teachers Administrators	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ communicate to teachers and parents all decisions regarding student behavior infraction Tags: Expectations, Safety and order, Positive behavior supports, Group norms, Behavior and Safety, Teacher feedback, Parent communication</p>	Administration Teachers	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ engage teacher voice to establish clear criteria for office referrals versus classroom managed behaviors; establish classroom management plans that are visibly displayed Tags: Expectations, Safety and order, Positive behavior supports, Group norms, Behavior and Safety, Expectations, Teacher feedback, Classroom management</p>	Teachers Administrators	Sep 6, 2016	Sep 30, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ partner with community agencies, organizations to provide wraparound social, emotional support services</p> <p>Tags: Expectations, Safety and order, Positive behavior supports, Group norms, Behavior and Safety, Social emotional, Community partnerships</p>	Counselor Administrator Community partners	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ encourage reinforcement of behavior norms by all staff members with emphasis on intermediate and upper grade hallway transitions</p> <p>Tags: Expectations, Safety and order, Positive behavior supports, Group norms, Behavior and Safety, School wide staff, Positive behavior supports</p>	All staff	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ engage student voice in building skills to nurture respectful interactions and relationships with others</p> <p>Tags: Expectations, Safety and order, Positive behavior supports, Group norms, Reflection, Student council, Student voice, engagement</p>	Students Teachers Administrators	Sep 6, 2016	Jun 30, 2017	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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in

the process of school review and improvement. Please describe how this will be accomplished.

Parents were involved in reviewing the schools academic and organizational progress during the update of the CIWP. Parents formed safety and security committees and completed surveys to discuss the concerns and growth areas of the school. We will continue to engage parents in improving the culture and climate of the school, through volunteer opportunities, mentoring and college and career initiatives.

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

The Sayre Title I Meeting will be held on September 30 at 7:00am. The projected date for the Organizational Meeting will be October 20 at 6:00pm.

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.

During open house, academic/curriculum nights and various parent workshops, parents will be updated on changes to the curriculum. During report card pick up days, parents will receive workshops on how to navigate parent portal and how to make sense of student assessment reports on NWEA and PARCC.

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.

Through the PAC, we will solicit parent feedback on quality of instruction, culture and climate and other issues pertaining to our students. The ILT will incorporate this data into the school wide initiatives being adopted to improve the school. Parents will be updated via newsletter, website and meetings on the progress on CIWP goals.

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.

Student reports will be discussed during Report Card Pickup and Academic (Reading Night/Math Night) events.

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.

Letters will be sent home to parents of affected students.

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.

During open house, academic/curriculum nights and various parent workshops, parents will be updated on changes to the curriculum. During report card pick up days, parents will receive workshops on how to navigate parent portal and how to make sense of student assessment reports on NWEA and PARCC.

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

The school will host various workshops using school personnel and resources as well as through local partnerships.

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.

Parental involvement will be a part of grade level meeting foci as well as during PD days. Schoolwide expectations on parent communication is also included and reviewed in the staff handbook.

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.

Through its Pre-K program, Sayre has the Head Start program.

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

Information about parent involvement will be posted in multiple formats, written, recorded, web-based, parent online forums, and in English, Spanish and Polish when requested.

Policy Implementation Activities

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

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

n/a

Parent Compact

Complete

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

The mission at Sayre Language Academy is to provide all diverse learners an opportunity to become global citizens who have attained the maximum academic potential through a rigorous curriculum including World Language, Technology, and the Arts. The staff of Sayre Language Academy joins the parents and community to assist students in developing skills to be passionate lifelong learners who are college and career ready.

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

Parent-teacher conferences will be held twice a year during district scheduled report-card pick up days. Teachers are also encouraged to set up conference on as-needed basis. Parents are notified when students are receiving D's or Fs at the end of each marking period.

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

Parents receive a progress report every 5 weeks and a report card every 10 weeks. They are also encouraged to log on to view student grades via Parent Portal.

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

Teachers meet informally with parents before and after school and also make appointments to meet with parents as-needed.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parents have been invited to volunteer via the online parent forum, the school website and in-person or email requests. All requests to observe classroom activities are honored when advance notice is given.

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

Parents are encouraged to check students agenda for homework assignments. Parents are also partners in instruction by reading aloud to students or recording their reading minutes. Many teachers also require a parent signature on classroom assessments.

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

Parents are made a part of the fabric of the school via their involvement on the school LSC, as collaborators for school wide events and as volunteers. The CIWP update process also solicits parent feedback and input via meetings and surveys.

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).

Parents will be notified of student academic progress via newsletters and sharing the scope and sequence of the curriculum each quarter. Parents will also be notified of struggling students and on the interventions and supports being provided to their student.

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.

Parents will receive workshops in Reading and Math to improve student's academic progress at home
 Parents will receive workbooks to practice skills in strategic areas at home in preparation for assessment in the Common Core
 Parents will receive professional development on social emotional well being of students

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.	\$ 200	.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.	\$ 500	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 400	.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)	\$ 500	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 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.	\$ 50	.00
53510	Postage Must be used for parent involvement programs only.	\$ Amount	.00
53306	Software Must be educational and for parent use only.	\$ Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ Amount	.00