William T Sherman Elementary School (/school-plans/395) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/29/2016	Mellodie L. Brown, L. Bollini, D. Dolly. C. Wedderburn, T. Gilmore, S. Mathis, L. Savage, K. Kemp	Discuss Self Assessment / Assigned Roles for Team
04/07/2016	Mellodie L. Brown, L. Bollini, D. Dolly. C. Wedderburn, T. Gilmore, S. Mathis, L. Savage, K. Kemp	Identified Evidence for Self Assessment

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

At Sherman School of Excellence we aspire to provide a safe and rigorous academic environment where students and staff celebrate diversity while cultivating life-long learners. We promote accountability and involvement among teachers and parents, while promoting high personal and academic standards among students. Our hope is to develop critical thinkers, productive citizens and future leaders. To ensure that we are addressing the needs our students, families and staff members, we provide ongoing opportunities to share our vision and beliefs with our families. In every classroom, the school's vision and mission is posted, as well as in all hallways. At all grade level cluster meetings the vision is shared and all tasks on the agenda are aligned to this vision. In addition to the items above we have open house, grade level parental information sessions, opportunities for teacher leadership, and collaboration to support all staff members. We work to ensure that all families are engaged and have the opportunity to collaborate with their child's teacher in a productive manner with two way communication.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

The ILT Team meets on a biweekly basis, all agendas and artifacts are uploaded on the Google Drive which are aligned with our instructional priorities and our school wide goals for the school year. The meetings are aligned with the instructional priorities, ILT walks and peer observations occurs on a monthly basis to observe evidence of our instructional priorities as well as CCSS aligned teaching. In addition, we encourage our teachers to partner with grade level and or vertical grade partners to peer observe and assist with effective instruction in domains 2 and 3.

All teacher leads are encouraged to hold weekly grade level meetings to provide ongoing support for the teacher and their students in order to assist them with any areas of developmental needs, upcoming instructional items, assessment information and due dates for network and district priorities. All teacher collaboration meetings and resources are captured on the Sherman SOE Google Drive for staff access. Teachers are encouraged to provide monthly newsletters and communication to all families on an ongoing basis to keep them abreast to the teaching and learning in the classroom. As well as other school-wide events that take place in the school.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   3   **4**

Quarterly PD plan aligned to our instructional priorities in both ELA and mathematics. Ongoing professional development weekly to develop the capacity of our staff members through observing instructional practices, aligning instruction with CCSS, weekly agendas with the instructional focus. The agendas are designed with resources from professional texts and articles, as well as instructional video footage to assist with improving instructional practices in grades K-8th. Professional development activities are aligned with instructional priorities and are their to support teachers to assist with becoming more intentional with teaching and learning at all levels in both ELA and mathematics. In addition, we have professional development for new teachers to guarantee they are supported and achieve successful outcomes.

Our SQRP from 2015 has moved from level 2 to level 1, attendance increased to 95.9% for the FY15. Collaborative teachers engage in grade level meetings weekly, peer observations of instructional practices, peer observations of culture and climate through school wide walk throughs. Data from observations captured in Google Trackers and shared with school community via newsletters and during staff meetings monthly. The ILT team reviews the data and discuss next steps as a whole school community as well as individual teachers. Teachers partner with one another to provide additional support and mentoring opportunities to support one another through instructional practices, social emotional learning and teaching students in trauma. Teachers engaged in weekly grade level meetings for planning of instruction, social emotional learning and addressing concerns to assist with moving the school towards success as defined by our goals and priorities.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through

Score

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schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

At Sherman School of Excellence we aspire to ensure that our schedules are conducive for all learners including our diverse learners. Our teachers have schedules that allow them to engage in weekly grade level meetings during their common preparation times. The LBS1s schedules are accommodating to meet the needs of inclusion classes as well as co-taught classes with grade level or content area teachers. As part of our interview process, our ILT team work to ensure that all prospective candidates engage in the interviewing protocol that we have established. This consists of engaging in a demonstration lesson, an interview to debrief the lesson taught and a discussion with the ILT team to determine if candidates are best fits for our school environment. All teachers at Sherman SOE are highly-qualified as is mandated by ISBE. At the end of the year teachers receive a grade and curriculum content sheet. This sheet is used by administration to plan for the upcoming school year. The administrative and ILT use a cultural and climate rubric to assess the level of positive cultural climate among staff and students.

Our school has several partnerships that we work with to engage our parents and students to assist us with meeting our goals for attendance, social emotional learning, and academics. Our partnership with the Office of Social Emotional Learning assist us with engaging our staff and students in restorative practices, peace circles and assisting students and families in trauma in the classroom and school community. Our partnership with the Achievement Network assist us with working with our staff to shift instructional practices towards CCSS teaching. In addition to the items above, we have a partnership with the Joffrey Ballet to assist us with the physical education requirements for our school as well as exposing our students to various dance styles and techniques. The James Jordan Foundation has partnered with us to ensure that we are providing family engagement opportunities to assist our families with their needs regarding nutrition, financial planning, stress management, post secondary education opportunities and interviewing/ resume building. Other community partnership includes CPD, Urban Initiatives, and Community and Schools. We ensure that all resources budgetary wise are aligned to our CIWP as set forth by the ILT team, LSC and PAC. Ongoing communication is shared with all staff for funding for the instructional programs as aligned with our CIWP.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

Score

1   2   **3**   4

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.

> Sherman SOE has adopted the Engage NY curriculum due to its rigorous Common Core State Standard alignment and student engagement piece of complex text and math topics. The EngageNY curriculum is aligned to the CPS Framework therefore every classroom is receiving a Common Core curriculum and instruction. Teachers use ANet SAS (Scheduled of Assessed Standards) to assist in lesson planning and preparing students for biweekly assessments. The original Engage NY curriculum has been sifted through so that all lessons, biweekly assessments, and quarterly interim assessments are aligned and will prepare students for PARCC. The scope and sequence is based on themes/topics and spiraled CCSS with literary and informational text per quarter in Reading. The scope and sequences for math are focused on goal strands, rigor and coherence. Every Language Arts unit has essential understandings with guiding questions for students to gather evidence around as they learn to present in a project at the end of the quarter. Practically everyday students are required to read, write, and discuss text with their peers and/or whole class. Units in math include topics that are broken down to reach overall understanding of the unit. The rigor for each math topic is included to address the conceptual, procedureal, and application component of each topic. The math units and topics are spiraled and aligned to standards that are related.
>
> In regards to social science and science, we are currently using Pearson's Interactive Science and Our Time Social Studies program from Houghton Mifflin. Every student is taught at their current level and exposed to informational text that accommodates the units / lessons to be taught.
>
> Our diverse learners are taught according to the CCSS at their grade level in both ELA and math. Our teachers work to scaffold and differentiate the instruction to assist students with being successful during lessons. Diverse learners are engaged in the same opportunities as the regular education students in all instructional classes. Students are taught according to their IEPs goals.
>
> In Middle School, students participate in 6 to16 and the Success Project, an innovative in-class and online college readiness support model created at the University of Chicago. 6 to16 consists of a college-readiness curriculum and a set of online learning experiences that give students the beliefs, knowledge, skills, and support to successfully complete high school and college. Field trips are learning based i.e. Museum of Science and Industry (human bodies, asthma lab), Cinema Academy (Harriet Tubman play) and the Dusable Museum social science cultural studies (anthropology). The students work to develop and learn new skills that would assist them with setting goals and accomplishing them as a college ready thinking student.
>
> As school wide push for academic excellence, we have worked to ensure that we are focusing on the SEL standards to assist with students being successful. Our partnership with the Office ODSEL has assisted us with teaching these standards in the classroom. Every classroom teacher co-teaches with the Youth Guidance Intern to teach character education which are life long skills that students will have to assist them with advancing in school as well as life.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-

library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**

- Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.

○ **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**

- Focus so units can be adequately addressed in the time available.
- Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).

○ **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**

- Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.

○ **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**

- Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).

○ **Engage all learners in content areas by fully integrating opportunities for all learners, including:**

- Diverse learners to demonstrate core knowledge and skills.
- English Learners to develop academic language to demonstrate mastery.
  - Use English and native language development in addition to content standards to differentiate for English learners.
  - Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.

○ **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz), etc.)**

○ **Integrate academic and social emotional learning.**

○ **Reach outside of the classroom for real world (or simulated) application. For example,**

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

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

1 2 3 **4**

Sherman utilizes a very rigorous Engage New York ELA and Math curriculum that provides materials and lessons on the students' grade level. Teachers scaffolds learning for students by using bi weekly and interim assessments data to differentiate learning for students based on the data. Teachers use SMART boards, projectors, computers, and chrome books to enhance the learning. SMART boards also provide teachers within the moment visual corrections and clarifications. Usage of the Leveled Literacy Intervention (LLI) program developed by the author Fountas and Pinnell that provides Reading intervention to increase fluency, comprehension, and decoding skills. Teachers use Focused Math, common core Coach books, Rally Math and ELA books, Interactive Science, V Math. All of these supplemental materials are differentiated among Tier I,II and III students. Teachers utilize Compass Learning, Khan Academy and News ELA for computer learning programs that scaffold learning and differentiates instruction for the users.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

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Biweekly teachers analyze student work using a Collaborative Student Data Assessment protocol. Teachers focus on math core actions 3C: Establish a culture where students explain their thinking and 3E: Using precise mathematical language. We focus on student mathematical practice and conduct peer walk throughs to observe and analyze through debriefing sessions. Teachers also focus on reading core actions: 1A: A majority of the lesson is spent reading, writing, or speaking about text(s) 2B: Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text These ideas are expressed through both written and oral responses 3A: Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing. In learning walk-thrus, the ILT team focuses on student's complex text, text dependent questions and peer discussions. Teachers lead clusters to help foster teacher growth and development in the subject of focus. Information gathered in the walk thrus are provided to teachers at weekly cluster meetings and teachers use data to strengthen classroom instruction. Teacher teams also meet during common planning times with Learning Behavior Specialists to collaborate on modifications and accommodations for student learning. Professional development opportunities are determined based on feedback from administration and teacher leaders. Teachers use rubrics and checklists with students to set the expectation for academic excellence and rigor. Teachers also use a qualitative rubric for complex text when planning text dependent questions in order to prepare themselves for student misconceptions.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness

Score

1   2   3   **4**

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)

As we continue to build a college going culture at Sherman SOE students are exposed to various programs and opportunities to communicate this message. Our students are working with their ELA teachers as well as the Youth Guidance Counselor Intern to assist with setting goals related to study habits, making good choices academically and socially. This will assist our students with becoming successful high school and college students. Students participate in a weekly 6 to 16 (Success project) college readiness program. This program is an innovative in-class and online college readiness support model created at the University of Chicago Urban Education Institute. As part of our college going culture, every homeroom is identified by a college or university for our students to relate with. Within our school community, our "Student Work Galleries" highlights a University of the month which focuses on the major academic programs that are considered the best from the university. As well as the programs the are offered. Tuition information is shared as well as salaries for careers and academic majors from the University. Teachers also include what college they attended as a means to inspire their students to aspire to attend college. Ongoing communication is shared with families to inform them of the college going career culture at Sherman SOE.

Several middle school grade levels went on a college tour to Purdue University with a tour guide which was a culminating activity for the 6 to 16 curriculum. Students are encouraged and rewarded for being on track (all C's or better) for high School entrance. Middle school students work with the counselor to review transcripts and what they need to be successful in High School.

Our partnership with the James Jordan Foundation provides another opportunity for a college readiness program where 3-8 grade students are able to join and earn money for college based on the grades they receive on their report card each quarter. This economic opportunity follows them into High School where upon their acceptance, they can use funds to pay for college. The ultimate goal is for students to develop their own personal vision of a successful life path. Students are taught to take ownership of their education by tracking their academic goals, being aware of their RIT, target goals and where they should be at the end of the school year.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   3   **4**

> Instruction at Sherman is guided by national standards (i.e. CCSS, NGSS), school wide and classroom, data, and our school's instructional priorities. In reading, our instructional priority is for students to be able to read, write, and discuss complex texts using text dependent questions and citing textual evidence. In math, our instructional priority is to provide students with rigorous lessons in order for them to justify their arguments and critique the arguments of others orally and in writing. Our teachers are supported to meet these instructional priorities through content cluster meetings. During these meetings teachers engage in video studies, article discussions, as well as analyzing student data, and creating instructional priorities. Teachers also engage in peer observations to assist teachers in implementing their instructional goals. Teachers also plan small group instruction based on CCSS and standardized tests scores. These small groups target skills students need in order to access on grade level content at their instructional level. Sherman teachers analyze student growth quarterly to create small group instructional plans for all students. Student learning is supported school wide coherence of instructional practices. Our students have access to their learning plans through marker board configurations where the daily objectives and learning targets are written in student friendly language. In our teacher's weekly lesson plans, we ensure that we address student's misconceptions and create strategies of resolution for our students prior to our instruction. In reading, our teachers plan to have rich text dependent discussions with the students through questioning. In math, students are asked daily to respond and critique their peer's work. Teachers also plan biweekly math discussion where students are engaged in complex math tasks.

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

Multi-Tiered Systems of Support or MTSS was started at Sherman in order for all of our students to have access to learning at their instructional levels. For students in tier 1, teachers are asked to scaffold and accommodate students learning within the classroom. This is done through addressing misconceptions within the lessons during that day. Using formative assessments, teachers may then intervene through reviewing misconceptions through reteaching, enrichment, or flexible small group instruction. Sherman teachers also monitor formative and summative data, using biweekly assessments, vocabulary assessments, ANET assessments, BAS data, and state standardized testing to monitor the progress of all students in all subjects. Teachers meet with individual students to conference about their individual learning goals. This encourages all students to set goals to advance their own learning. Along with working on these goals during small group, students also work on these goals during their computer learning programs (Khan Academy, Compass Learning, ELA News, and Moby). We also provide support for students with patterns of absenteeism and poor performance in school. Every morning, teachers, security, and administration call the homes of students who are not at school this day. We also have incentive activities to encourage attendance for those who are frequently absent. These incentives include a weekend open gym time, pizza parties, game trucks, and field trips. For students who are excessively absent, the dean creates an attendance contract with parents and the student in order for the absenteeism to decline.

Tier 2 students are identified by having their NWEA scores below the 50th percentile. Tier 2 parents are notified of their student's progress during parent teacher conferences or in a letter sent home. During the conference and in the letter, parents are notified of their students' academic level and the interventions that will be taking place. Tier 2 students at Sherman receive small group instruction through the use of Common Core Coach Books, Rally Math, Rally ELA, and Vmath. Students engage in small group instruction at their instructional level in order for them to catch up to be on grade level. Along with whole group data managing, teachers also monitor Tier 2 small group instruction in data binders. Based on their small group assessment data, teachers can analyze next step solutions for them.

Tier 3 students are identified by NWEA scores that are below the 20th percentile. At the beginning of the school year, teachers identify their 4 lowest students to be tracked for 6 weeks. A letter is sent to the homes of Tier 3 students to notify the parents that their students will be engaging in intervention and will be monitored for 6 weeks. In reading, students in Tier 3 engage in LLI, a reading intervention. In math, students engage in Focus Math for primary and Vmath for 3rd-8th. Teachers monitor their whole group and small group data for 6 weeks. Data for all students are tracked through NWEA data, BAS data, and classroom data. At the end of the 6 weeks, teachers assess if they need to continue their intervention, move students to a Tier 2 intervention, or need to be referred for an evaluation. This year we have had 4 students referred for specialized services testing.

Students who have individualized PLP plans have their data tracked by their teachers. This data is placed into City Span with goals and strategies for teachers to help students to meet goals. These plans are updated quarterly to reflect the progress of these individual students.

In order to support and collaborate with all teachers, teachers meet with their grade level cluster bands and committees to ensure all data is being monitored. Each month, the MTSS committee meets in order to communicate needs of grade level cluster bands. Team members communicate with their grade level teams any important information about students in different tiers or completed progress monitoring for students. Diverse learning teachers also collaborate weekly with general education teachers to provide strategies for inclusion and differentiation for students in Tier 2 and Tier 3. Lastly, the school's Specialized Service team meets weekly to discuss Tier 3 students.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Balanced Assessment & Grading:

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

Score

1   2   3   **4**

At Sherman SOE, we work to ensure that we have an aligned grading system from PreK- 8th grade. All teachers are provided with the 10 point grading scale to assist them grading / scoring and providing feedback to students and families regarding the grading expectations. As a District requirement, we utilize Gradebook which is the record keeping system in Impact for school use. The categories in Gradebook are aligned as follows in our school community; classwork, participation, assessments, quizzes and homework. There is a common aligned weighted scale that assist us with ensuring equity and fairness across the school. Teachers are also required to ensure that the modified grade scale is in use with all diverse learners when grading them accordingly in content area subjects. Accommodations and modifications for these assessments are put in place in order for diverse learners to be successful and show growth.

Progress reports are provided to students and families on a quarterly basis to inform them of student academic achievement and or lack thereof. On a weekly basis, teachers share ongoing communication with families regarding assessments and assignments. In addition, SEL information is shared with the families as well.

Teachers at each grade level use MAP/NWEA, ANET Interim assessments and biweekly assessments to inform them of student progress throughout the school year. Assessment methods such as student work samples, performance tasks, formative and summative assessments aligned with the common core state standards and the next generation science standards are used by the teachers throughout the school. Teachers provide the following assessments: Fall NWEA/ MAP, BAS, Winter NWEA / MAP and BAS, Spring NWEA / MAP and BAS assessments. School wide data is available to all staff to assist with data driven instructional methods. Classroom data and grade level goals are visible throughout the hallways. Each teacher team uses the data to set goals for their students, drive instruction, and group students for small group instruction.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Culture for Learning:

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

Score

1   2   3   **4**

Sherman Educators are efficient with student goal tracking such as students NWEA/MAP Goal Setting Sheets and BAS Goal Setting Sheets. The students are able to progress monitor their academic progress via the NWEA Reading and Math Assessment which is given in the Fall, Winter, and Spring and their goal is measured from the Spring of the previous year to the current year. Students know what their current RIT levels are and their goals that they should meet/exceed prior to the next NWEA assessment. Students are also aware of their Reading Fauntas and Pinnell BAS level. Students are assessed in BAS three times per school year and they are able to track their progress by receiving instruction in LLI (Level Literacy Intervention).

To monitor culture and climate, Sherman has implemented Kickboard which is a system for students to receive scholar dollars for exemplifying SOAR (Striving for Excellence, Opportunities to show Integrity -Academically Engaged, Responsible & Respectful) behavior. Students are held accountable for sitting in SLANT (Sit up straight, Listen attentively, Ask and answer questions, Nod for understanding, Track the speaker), following Positions 1 (SLANT), 2 (stand behind chair), 3 (HALLS before the halls). To engage in rigorous lessons and assessments, students receive instruction from the EngageAUSL curriculum which models the Common Core Instructional Shifts in Reading and Math, the ANet Interim Assessments, the ANet BiWeekly Assessments and the Mid and End of the Unit Module Assessments. Students reflect daily on their academic progress via self-assessments Do Nows/Exit Tickets. Students current and ongoing work is posted in work galleries in class and in the halls. Sherman educators participate in Peer Observations, biweekly Grade Level Meetings and weekly Cluster Meetings as mechanisms to enhance a culture for learning.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of

Score

1   2   **3**   4

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.

Teachers collaborate in various ways; teachers meet and discuss lesson plans, action plans, and behavioral systems in weekly cluster meetings. Educators also meet once a month with their grade-level partners to discuss questions and concerns related to curriculum and school wide practices to ensure cohesiveness. Teachers engage in peer observations twice a month in the form of walk-through to give feedback on best practices. Teachers also partake in non-formal academic discussion during their lunch.

All students have an adult in the school in which they can confide in about academic goals, home concerns, and social/ emotional development. Tier 2 students engage in the check in check out program with teachers and staff members they view as mentors. Patterns of interactions between teachers, parents, and students demonstrate caring and respect. We ensure all students receive individual supports including diverse learners being integrated into general education classrooms and extra curricula activities. Teachers use positive framing and behavior management plans to redirect students which reinforces a respectful and trusting environment. With our school wide incentive programs students have the opportunity to earn points when demonstrating mutual respect for one another and adults. Students are encouraged to use SOAR (Striving for excellence, Opportunities to show integrity, Academically engaged and Respectful and Responsibility) behaviors to earn incentives within the classroom and school wide. Second step and character education are used in classrooms to teach students the fundamental skills necessary to learn conflict resolution and positive social interactions to be successful in society. To further encourage family, community, and school relationships we host family engagement nights. Students are exposed to diverse cultures in morning meetings, daily announcements, bulletin boards and curriculum.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

It is the mission of Sherman School of Excellence that every child is college bound. In order to make this mission a reality, Sherman prepares every child to be a well rounded student. Focusing on academics, Sherman meets the missing gaps of their students by targeting specific skills according to the continuum of learning through its Morning Elite Program, Power of 100, and the after school Enhancement Program for Math and ELA. We at Sherman understand that a well rounded student not only applies to them gaining skills in all subjects but also making sure that they are emotionally and socially prepared for the world. To a great extent, extra curricular activities assist our students with this. After school sports like basketball, softball, soccer, and pom squad help to instill leadership and confidence within our students. Social/Emotional activities like Girl Scouts, our mentorship program, Little Women, Restorative Justice Peace Circles, small group anger management sessions, and Mindfullness Practices help to rebuild and restore the student.

It is the mission of Sherman School of Excellence that every child is college bound. In order to make this mission a reality, Sherman prepares every child to be a well-rounded student. Focusing on academics, Sherman meets the missing gaps of their students by targeting specific skills according to the continuum of learning through its Morning Elite Program, Power of 100, and the after school Enhancement Program for Math and ELA. We at Sherman understand that a well-rounded student not only applies to them gaining skills in all subjects but also making sure that they are emotionally and socially prepared for the world. To a great extent, extra-curricular activities assist our students with this. After school sports and activities like art club, the science partnership with the University of Illinois, basketball, volleyball, softball, soccer, and Pom Squad help to instill leadership and confidence within our students. Social/Emotional activities like Girl Scouts, our mentorship program, Little Women, Restorative Justice Peace Circles, small group anger management sessions, and Mindfulness Practices help to rebuild and restore the student so that they are focused on their educational demands instead of the difficulties that they may face at home. Their preparation for college starts from now. Our students receive weekly instruction about what college entails through the 6 to 16 curriculum. Our middle school students were also given the opportunity to visit Purdue University. Family engagement and exposure to various cultural experiences gives our students access to a world much different than their own. Sherman's parents show their commitment to our students by joining us during our Family Engagement Nights (Halloween Math, Winter Holiday ELA, and Spring Health and Science). Through this communal support, students receive the confidence they need in order to pursue and gain exposure to different cultural opportunities like the James Jordan STEM Program, Summer Space Camp, and the Alvin Ailey Dance Residency.

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

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

Safety & Order:

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

Score

1   2   3   **4**

Sherman staff has created an orderly and safe environment for staff and students that includes an organized dismissal procedure in which the school premises are cleared within seven minutes or less. Our school has bridged a partnership with the Chicago Police Department 9th District in which students collaborate during school hours for conflict resolution and peer jury. The CPD 9th District Gang Unit also collaborated with students to educate them and deter them from student participation in gang-based activity. Services were provided to address the "no snitching" code that is prevalent within the community. The Cook County Sheriff Department were on hand to discuss with middle school students about anti-bullying.that ensures students are safely monitored as they walk through the neighborhood to/from the school. Staff and students, along with CPD 9th District, participated in the "Stop the Violence" Community March to unite and empower members of the community to maintain a sense of pride and order. Sherman has implemented PBIS (Positive Behavioral Intervention System). "Eagles Soar" as the school mascot, which promotes positive student behavior. We use the Kickboard tracking system schoolwide which allows students to earn "Scholar" dollars. The top students from each class that have earned enough money in their bank are allowed to visit the soar store and pick out prizes. In addition, PBIS has a system for reporting safety concerns in and out of the classroom that are specific to teacher and administration response. Students follow the HALLS (Hands down by your side, All eyes forward, Low speed, Level O, Stop at stopping points) protocol which ensures students transition in the hallways calmly and safely. Character education, and second step (positive behavior curriculum that promotes social emotional learning) are presented class wide. Small anger coping groups are conducted via the Second Step Program and SGA (Social Guidance Youth and Family Services) with students who are not able to meet the expectations on their own and need some assistance. Schoolwide assemblies are held to reinforce the positive behaviors and allow students to demonstrate how they exhibit SOARing (Striving for Excellence, Opportunities to show Integrity, Academically Engaged, Responsible and Respectful) qualities. All students are aware of the classroom behavior management systems which educates students to know that they are receiving "life-skills" to become productive members within the community. Students are taught to maintain a safe and orderly environment both within the school and outside within the community.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1   2   3   **4**

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

> Here at Sherman School of Excellence we reinforce positive student behavior with clear expectations, routines, and procedure by utilizing a Positive Behavior Interventions and Supports (PBIS) system. This is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. The PBIS team meets and plans for system organization that supports a restorative environment.This team created routines and procedures that are central to our learning environment.This team works to include parents and community stakeholders during assemblies and showcases. Students are issued Kickboard dollars for both positive and negative behaviors which they can "spend" at the PBIS store. Sherman School of Excellence integrates universal SEL skills instruction and core content by utilizing the MTSS system. For example, small group and one on one counseling and a daily check in check out system. Sherman employs a continuum of responses to behavior to effectively change student behavior by utilizing a behavior management plan for each classroom that provides several warning and an in class refocus time to self correct without being removed from their class. Using the in class BMC with Kickboard dollars determines when a student receives detention for repeat offenses. The Dean of Students and counselor works with a CPS sanctioned Restorative Practice agency 3 times a week.The Dean and the counselor continue supporting teachers with engaging in restorative conversations or respond to behavior incidents.The entire staff attended a professional development at the school over the summer with the same Restorative Practice agency.

Guide for Restorative Approaches to Discipline

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

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1   2   3   **4**

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

> The James Jordan Foundation has been a partner of Sherman's for over the past 10 years. Because of the partnership between Sherman School of Excellence and the James Jordan Foundation, our parent participation has increased significantly. Through the program Vision for Families, the James Jordan Foundation conducts monthly workshops to meet the needs of our parents. Some of the needs addressed by the workshops are health and nutrition, overcome obstacles, self-expression, personal power, and resume writing. Since last year, parent engagement during Vision for Families has increased 68%.
> Our school has several partnerships that we work with to engage our parents and students to assist us with meeting our goals for attendance, social emotional learning, and academics. Our partnership with the Office of Social Emotional Learning assist us with engaging our staff and students in restorative practices, peace circles and assisting students and families in trauma in the classroom and school community. Our partnership with the Achievement Network assist us with working with our staff to shift instructional practices towards CCSS teaching. In addition to the items above, we have a partnership with the Joffrey Ballet to assist us with the physical education requirements for our school as well as exposing our students to various dance styles and techniques. The James Jordan Foundation has partnered with us to ensure that we are providing family engagement opportunities to assist our families with their needs regarding nutrition, financial planning, stress management, post secondary education opportunities and interviewing/ resume building. Other community partnership includes CPD, Urban Initiatives, and Community and Schools. We ensure that all resources budgetary wise are aligned to our CIWP as set forth by the ILT team, LSC and PAC. Ongoing communication is shared with all staff for funding for the instructional programs as aligned with our CIWP.

Guide for Parent Partnership

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

- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
The goals set are based on the 2015-2016 student growth. The instructional priorities in reading should lead to growth.	27.00	71.00	70.00	70.00
National School Growth Percentile - Math				
The goals set are based on the 2015-2016 student growth. The instructional priorities in math should lead to growth.	18.00	48.00	65.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms				
The goals are based on prior student growth and with instructional priorities put in place students are expected to grow.	49.90	(Blank)	62.50	65.00
African-American Growth Percentile - Reading				
Students engage in SGI, after school and before school tutoring, computer based learning, and common core curriculum.	27.00	64.00	70.00	70.00
Hispanic Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
Students engage in SGI, LLI, after school and before school tutoring, computer based learning, common core curriculum, differentiation and accommodations.	1.00	(Blank)	3.00	4.00
African-American Growth Percentile - Math				
Students engage in SGI, after school and before school tutoring, computer based learning, and common core curriculum.	17.00	45.00	65.00	70.00
Hispanic Growth Percentile - Math				
N/A	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Math				

N/A	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

Students engage in SGI, LLI, after school and before school tutoring, computer based learning, common core curriculum, differentiation and accommodations.	2.00	(Blank)	4.00	5.00

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

Students have quarterly ANET aligned assessments and curriculum.	2.00	20.00	30.00	35.00

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

Students have quarterly ANET aligned assessments and curriculum.	8.00	24.00	33.00	35.00

National School Attainment Percentile - Reading (Grade 2)

Students have quarterly ANET aligned assessments and curriculum.	5.00	9.00	20.00	25.00

National School Attainment Percentile - Math (Grade 2)

Students have quarterly ANET aligned assessments and curriculum.	10.00	9.00	20.00	25.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

PBIS has implemented attendance incentives to combat tardiness and truancy.	93.50	96.40	96.50	96.50

My Voice, My School 5 Essentials Survey

N/A	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Create a student council.	Active participation from the students, students would a have a voice and feel more involved in the school decisions.	Further build culture and climate of the entire school through student accountability and ownership.

Tags:
Community schools, Accountability, Student council, Student leadership, Student-led

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Designate a team of staff members to oversee and coordinate the student council.	Administration and teachers	Sep 26, 2016 to Sep 30, 2016	Student council advisers have met and created a timeline of student implementation.	Not started

Staff will hold informational session to students to inform them of the student council and explain the duties of each council member. Students will then have the opportunity to sign up to campaign.	Administration, teachers, students	Oct 3, 2016 to Oct 4, 2016	Meeting agendas, student sign-up sheet. campaign posters visible.	Not started
Students will begin campaign and the school will hold the election. Students will vote for each candidate.	Administration, teachers, students	Oct 10, 2016 to Oct 11, 2016	School assembly for candidates. Parent newsletter. Election day.	Not started
Students will hold bi-weekly council meetings with staff supervision.	Teachers, students	Oct 12, 2016 to Jun 13, 2017	Meeting agendas with sign-in sheets.	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
Make positive contributions to school and community by implementing service learning projects.	Students will find pride in their community, global citizenship and understand the importance of contributing.	Students will become model citizens in school, our community and globally.

Tags:
Community, Service learning, Community based learning, Civic life

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Grade level bands will identify a service learning project to work on.	Teachers	Sep 19, 2016 to Sep 20, 2016	Meeting agendas	Not started
Teachers will educate their students on the selected project. Students will brainstorm next steps on how to contribute.	Teachers, students	Sep 20, 2016 to Sep 23, 2016	Brainstorming list	Not started
Teachers will strategically plan multiple projects throughout the year. Students will take necessary steps to implement successful learning projects.	Teachers and studetns	Oct 3, 2016 to Jun 5, 2017	Service learning outcomes, pictures, newsletters	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Engage in ongoing inquiry as a basis for improvement.	The ILT team is strategic with the programs and initiatives that they implement throughout the school.	We will see instructional teacher growth and academic growth from students. This will lead to a more reflective and data driven ILT team.

Tags:

Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
ILT team will meet to determine the instructional priorities per quarter for the year.	Administration and teachers	Aug 29, 2016 to Sep 2, 2016	Instructional priority template.	On-Track
Aligning instructional priorities to ILT and Cluster meetings along with ELA and Math data walks.	Administration and teachers	Sep 5, 2016 to Jun 19, 2017	ILT and cluster meeting agendas. Google data tracker	On-Track
ILT team analyzes data and creates next steps.	Administration and teachers	Sep 5, 2016 to Jun 19, 2017	Google data tracker	On-Track

Strategy 4

If we do...	...then we see...	...which leads to...
Ensure that there is a school wide culture for quarterly project based learning.	Teachers will assign interdisciplinary projects quarterly with rubrics and exemplars.	Students will produce high quality projects to be presented at after school showcases.

Tags:
Project based learning, School culture climate, Interdisciplinary units

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Teachers will collaborate and create interdisciplinary, quarterly projects based on curriculum.	Teachers	Sep 5, 2016 to Sep 6, 2016	Unit plans with rubrics	Not started
Teachers will provide students with rubrics and project exemplars. Teachers will make themselves available to communicate with parents about the projects.	Teachers, students	Sep 5, 2016 to Jun 19, 2017	Project completion.	Not started
Students will get the opportunity to self asses and peer assess their authentic work. They will then make necessary revisions.	Teachers and students	Sep 5, 2016 to Jun 19, 2017	Rubrics	Not started
Teachers will plan showcases for students to display their authentic work.	teachers and students	Sep 4, 2016 to Jun 19, 2017	Showcases	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Designate a team of staff members to oversee and coordinate the student council. Tags: Community schools, Accountability, Student council, Student leadership, Student-led	Administration and teachers	Sep 26, 2016	Sep 30, 2016	Not started
✚ Staff will hold informational session to students to inform them of the student council and explain the duties of each council member. Students will then have the opportunity to sign up to campaign. Tags: Community schools, Accountability, Student council, Student leadership, Student-led	Administration, teachers, students	Oct 3, 2016	Oct 4, 2016	Not started
✚ Students will begin campaign and the school will hold the election. Students will vote for each candidate. Tags: Community schools, Accountability, Student council, Student leadership, Student-led	Administration, teachers, students	Oct 10, 2016	Oct 11, 2016	Not started
✚ Students will hold bi-weekly council meetings with staff supervision. Tags: Community schools, Accountability, Student council, Student leadership, Student-led	Teachers, students	Oct 12, 2016	Jun 13, 2017	Not started
✚ Grade level bands will identify a service learning project to work on. Tags: Community, Service learning, Community based learning, Civic life	Teachers	Sep 19, 2016	Sep 20, 2016	Not started
✚ Teachers will educate their students on the selected project. Students will brainstorm next steps on how to contribute. Tags: Community, Service learning, Community based learning, Civic life	Teachers, students	Sep 20, 2016	Sep 23, 2016	Not started
✚ Teachers will strategically plan multiple projects throughout the year. Students will take necessary steps to implement successful learning projects. Tags: Community, Service learning, Community based learning, Civic life	Teachers and studetns	Oct 3, 2016	Jun 5, 2017	Not started
✚ ILT team will meet to determine the instructional priorities per quarter for the year. Tags: ILT, Academic gain, Data driven instruction, Student growth	Administration and teachers	Aug 29, 2016	Sep 2, 2016	On-Track
✚ Aligning instructional priorities to ILT and Cluster meetings along with ELA and Math data walks. Tags: ILT, Academic gain, Data driven instruction, Student growth	Administration and teachers	Sep 5, 2016	Jun 19, 2017	On-Track
✚ ILT team analyzes data and creates next steps. Tags: ILT, Academic gain, Data driven instruction, Student growth	Administration and teachers	Sep 5, 2016	Jun 19, 2017	On-Track
✚ Teachers will collaborate and create interdisciplinary, quarterly projects based on curriculum. Tags: Project based learning, School culture climate, Interdisciplinary units	Teachers	Sep 5, 2016	Sep 6, 2016	Not started
✚ Teachers will provide students with rubrics and project exemplars. Teachers will make themselves available to communicate with parents about the projects. Tags: Project based learning, School culture climate, Interdisciplinary units	Teachers, students	Sep 5, 2016	Jun 19, 2017	Not started
✚ Students will get the opportunity to self asses and peer assess their authentic work. They will then make necessary revisions. Tags: Project based learning, School culture climate, Interdisciplinary units	Teachers and students	Sep 5, 2016	Jun 19, 2017	Not started
✚ Teachers will plan showcases for students to display their authentic work. Tags: Project based learning, School culture climate, Interdisciplinary units	teachers and students	Sep 4, 2016	Jun 19, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.

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

NCLB Program

⊙ NCLB Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> Our parents will partner with out school in a variety of ways. On an ongoing basis we will provide monthly parent workshops with topics of their choice based on their survey results. We will also engage out families in family literacy, math, science and health and nutrition night. In addition to this we will continue to partner with our parents through our LSC and PAC for the school year.

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

> We will hold our annual Title 1 meeting with our parents in September 2016. During this time our parents will be informed of our monthly scheduled LSC and PAC meetings. We will also invite our parents to attend our monthly workshops.

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.

> On a monthly basis we will provide our families with a newsletter and calendar informing them of our monthly events and updates. Our teachers provide every student with a Thursday Folder with all weekly information and updates. This includes assessment data, school events and student SEL information. Also, parents will receive notification of our school report card, and individualized data letters regarding their child's progress on NWEA as well student promotion policy and requirments. The outbound call system will be used on a weekly basis.

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.

> All agends and meeting dates for the LSC and PAC will posted on the exterior doors of the school 48 hours in advanced. The dates will also be shared in the school calendar and on our school website. The OutBound Call System will be utilized as well as newsletters will be distributed two days prior to the meetings.

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.

> All parents will receive a copy of their child's State Assessment and NWEA / MAP information in reading and mathematics. All teachers will share the reports (State Report) for each child with their parents and share the results with them regarding student progress and growth areas. Students also share Interim Assessment Data with students and parents quarterly.

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

> The CPS generated letters will be shared with all parents of teachers whom are not highly qualified. The letters will be generated and enveloped for each child to share with parents.

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.

> All parents wil be invited to our academic workshops to inform and guide their thinking/understanding of the assessments. Parents will be encouraged to sign up of for Parent Portal to monitor their child's progress. In addition various handouts / articles and websites will be shared with parents to assist them understanding our state and local assessments.

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

> The parents will be provided an opportunity to join us for quarterly workshops focused on literacy, mathematics and technology. These workshops will be geared towards assisting parents with improving academic achievement and to encourage parental involvement.

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.

> We will work with all staff members to ensure that they are working towards Component 4 which includes communicating with families. Teachers will engage in pd and will discuss mutliple methods of communicating with parents. In addition, as a school community we will work towards determining what an effective partnership with parents would like at Sherman SOE.

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.

> Our school will work towards to coordinating parent programs with our early childhood team. Our early childhood teacher will work with our counselor and the principal to make certain that we ongoing programs to support parents and early childhood students. This will be done through monthly newsletters, workshops and field experiences.

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

> All school communication will be written in the students and family home language. If information needs to be communicated in a language other than English, we will seek assistance from the District office.

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.)

Our mission at Sherman School of Excellence is to create active thinkers, readers, writers, and problem solvers. To facilitate what is best for every student, we will address the diverse needs of all children, including the diverse learner population. Our success will be measured by student achievement in the areas of reading and math. When expectations are not met, we will utilize different learning strategies and modify our instruction. We will engage students in their own learning by using culturally relevant materials and by valuing their personal experiences. We will create an environment conducive to learning by ensuring the safety of our students, by involving the community, and by fostering respect amongst the school family.

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.

Parents will engage in parent teacher conferences as scheduled by CPS with regards to Report Cards. In addition this, parents will have the opportunity to meet with teachers to discuss progress reports every 5th and 10th week of school. Parents are encouraged to email, call or visit the school to set up an appointment with the teachers.

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

Progress reports will be provided to students every 5th and 10th week of school. Also, parents are encouraged to sign up for Parent Portal for daily access of students' progress. The school will assist parents with obtaining access. Teachers will inform parents of students' progress on a biweekly basis.

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

All staff will be encouraged to send home a welcome notice to all parents of students in their classes. This letter will include the days and times that parents are free to visit with teachers. In addition, a schedule and calendar will be posted on the parent information board informing parents of teachers preparation periods and times for meetings. The clerk will take messages for all teachers and place them in the teachers mailbox in a timely manner for parent access. Teachers and staff will be encouraged to contact the parents within 24 hours of the notice. Staff members will dedicate time to meet with parents weekly and communicate this time with them.

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 will be encouraged to volunteer at the school. All parents must complete the CPS volunteer packet. Once this has been completed parents will be given a copy of the school organization sheet with the master schedule. Parents will then be encouraged to plan their volunteer efforts around the schedule. We will also, include the request for parent volunteers in the monthly school newsletter and the all call system.

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

We encourage all parents to support their child's learning in a variety of ways. This includes ensuring that their child attends school on a daily basis, signing off on the week homework log once the child has completed the homework, make certain that they sign their child(ren) up for an after-school program.

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 welcome to participate in the decision making of their child's educational process. Parents are welcome to share their concerns during IEP meetings, meetings with teachers and in writing. This will be done in private with the teacher, counselor and an administrator if need be. Parents are free to consult with the school in writing and in person. Meetings will be scheduled with the parents within 24 hours of the notice of concern.

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

Students will be encouraged to come to school with a positive mind set and prepared to learn. Students will be informed of the importance of attendance and the correlation between academic achievement and attendance. Students will also work with their teachers to set goals. This will be shared via monthly newsletters, individual and group conversations, as well as over the PA system by a peer and the school counselor.

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.

The parents will engage in ongoing workshops on understanding the importance of college and career readiness by the school counselor and Stand Up University in November 2015. They will also gain knowledge on strategies to assist their children with social emotional learning concerns through the Office of SEL and the school counselor in the spring 2016.

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.	$ 500	.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.	$	200	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	600	.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)	$	1092	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	0	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	200	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	0	.00
53510	**Postage** Must be used for parent involvement programs only.	$	0	.00
53306	**Software** Must be educational and for parent use only.	$	0	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	0	.00