



Hannah G Solomon Elementary School (/school-plans/405) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/09/2016	CIWP Team	Breaking up responsibilities for entering SEF data; develop common understanding on how to enter SEF data

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

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- *Principal works with various school-based teams (PPLC, PPC, ILT, MTSS, grade level teams, paraprofessionals) to drive school-wide improvement, with notes shared to all through Google Drive
- *Staff leads professional development of peers based on learnings from network-led professional development in literacy and network-wide PLCs
- *Teachers participate in hiring decision for new teachers
- *Principal surveys staff formally and informally, leading to fine arts external partnership, identification of school-wide technology needs, and principal feedback, in order to empower others to make and influence decisions
- *Staff generated mission and vision at beginning of the school year, and it has been shared through on-going communications (weekly staff emails, weekly parent emails, school website) and building signage

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

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*The ILT has looked at ways to improve writing within the school across grade levels and disciplines. Work has been done through:

- Implementing Accountable Talks / Stems.
- Gaining insight through conversation to where we are going - future planning.
- Shared information with Grade Level Teams and Faculty
- What is working and not working within the school.
- Video taping lessons by grade band and critiquing evidence and reflecting how students used Accountable Talks.
- Discussed how to continue implementation for Best Practices within the school thru ILT and GLT communications.

*The ILT meets bi-weekly, has aligned agendas, members from each grade band and specialties, and notes that are shared with members and info is brought back to GLTs as necessary. The ILT utilizes:

- Problem Solving Protocols
- Plans Professional Development
- Uses Data such as: 5 Essentials, NWEA to analyze needs / problems and discusses areas for improvement and how to implement changes for instruction and best practices.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ 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.

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The staff are engaged in Professional Learning both within the PD school flex day structure and outside the school at various PD opportunities.

*Literary Leaders from each grade cycle are represented at Network PD and provide school wide PD based on that training.

*Math Leaders also attend Network led PD and share back with PD school-wide and at GLT level.

*Many Network and outside PL opportunities are given and taken by staff and share-out's occur frequently during Flex PD time.

*Weekly Team Meetings held at grade levels. *Common Prep Times

*Cluster Classroom Teachers doing peer coaching and instructional rounds following a protocol for observations and feedback.

*Principal highly visible in the building and at team meetings and committee meetings, ILT, MTSS, PPLC, PPC, GLT's as well as in classrooms. *Principal provides positive comments on lessons observed informally.

*Use of flex days / time for working groups and discussion. Break into teams by cycle, grade level or a mix from each discipline.

*Although there are few new teachers, they are given mentors through CPS and informally through the school.

*REACH / Framework PD entire staff.

*Principal monitors implementation to ensure staff uses new knowledge to improve best practices and if it is having the desired effect on student learning.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

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priority subject areas.

*Principal sets schedules for staff. 2:2 departmental for 4th and 5th, ELA blocked schedule for 3-8 to ensure IEP minutes are met. Upper classes are departmental and resource special ed push-in and pull-out is noted across grades K-8 per IEP minutes.

*Specials include Arts and World Language - utilization of CPS Time Distribution Guidelines.

*IEP Minutes as much as possible with limited staff and para support. Compliance of IEP's completed in a timely manner are done.

*Related Service Personnel meet regularly and are visible in the cluster classrooms and with specific general education students.

*Principal, Clerk and LSC are constantly monitoring, reviewing and aligning monies and budget lines.

*Several grants and programs are in the school. Such as:

- Dancing with Class
- Chinese Cultural Partnership and Grants
- CFE Grants
- Donors' Choose
- Arts / Music Grants
- Lawyers in the Classroom
- Ernst and Young Partnership
- Health and Wellness Grants
- Constitutional Rights Foundation / ABC Project

*Collaborative teams are used to assist with interviewing and input into hiring, including specialty teachers and SPED teachers, candidate demos a lesson.

*PTO elicits community partners to help with outreach and fundraising.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

- * Teachers align units of instruction to CCSS. Quarterly curriculum maps are used for pacing. Differentiated instruction reaches all learners.
- * Students are exposed to rich texts through Story Works Magazine, Readworks articles, leveled readers, Time For Kids, News To You, and Up Front Magazine. Classroom libraries include wide variety of books - fiction & nonfiction at different levels to reach interests of all students. Flexible groupings and use of Accountable Talks also being used.
- * Classrooms reinforce academics and social emotional learning through rich experiences such as - Buddy Reading, E-Y Day, Accelerated Math program for upper grade students, Assemblies, Music performances, Field Trips, Girls on the Run, Arts integration - Music, Dance, Goldmine Art, International Night, Math Counts, Research Projects at all grade levels, CICO, Cougar Character
- * Math scope & sequence for all grades using Eureka Math and Connected Math in upper grades.
- * Teachers have begun working on scope & sequence for science although still need to work on the vertical alignment.

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

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- * School wide technology plan needs to be in place before purchasing or updating of any new technology for the school.
- * Students have equitable use of materials - Library and Computer Lab open before, during, and after school hours. Databases are available to staff and students at school and home - SOAR, Safari Montage, Encyclopedia Britannica.
- * Special Education rooms have classroom libraries, extensive audio visual materials, cooking and living skills materials
- * Teachers choose specific materials that are common core aligned - Eureka math, Connected Math- upper grades, Storyworks magazine, Time For Kids, News To You, Up Front magazine, ABC project. There is a variety of leveled reading - fiction and nonfiction materials in classrooms. Use of Accelerated Reading Program and Mathletics at all grade levels and ThinkCERCA upper grade.
- * School wide inventory of math manipulatives and book sets still needed

Guide for Instructional Materials

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

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

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. 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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- * Teachers believe all students can learn - Use of differentiated materials and modified curriculum when appropriate, I CAN statements, IEPs, CICO program Parental contact and support, MTSS. Students are challenged to meet projected goals on NWEA, DIBELS, TRC, PARCC, REACH (BOY and EOY). Students track their own performance on NWEA and use RIT scores for aligned activities.
- * Eureka Math program and Connected Math curriculum aligned to CCSS, Accelerated math program for upper grade. Students must show and explain all work. Use of Mathletics computer program and Math Talks
- * Teachers have high expectations for all students - Use of Basal readers, Story Works Magazine - grades 3&4, Time For Kids, News To You in Special Educations programs, ThinkCERCA - Upper Grade classrooms, Readworks articles. Complex text questions and Citing of text evidence used throughout grades, close reads, across curriculum high emphasis of complex non fiction informational texts
- * Students are exposed to many additional experiences such as - 7th grade Civics, 8th grade science fair, math counts, history fair, essay contests, problem solving with Ernst & Young, Chicago Public Library Robotic Program for 3-5th over winter break.

Guide for Rigorous Student Tasks

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

- demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

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- *Counselor arranges high school tours and shadow days each fall for neighborhood, selective enrollment, and specialty schools.
- *Counselor co-facilitates network-wide high school fair for both students and parents to attend.
- *Staff builds a school-wide culture of college success through promoting their own alma maters in public displays.
- *Parents, students with an IEP, and staff collaborate to create transition plans for independent living and post-secondary goals in education, training, and employment.
- *Half of the 8th grade class participates in an accelerated Algebra course.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	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

3 of 3 complete

Instruction:

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

Score

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*Teachers write effective lesson plans and curriculum maps giving thought to strategies such as:
 Differentiation, Flexible Groups, Projects and Units

* Teachers/Staff effectively communicate with students through the creation of word walls, Peer-to-Peer instruction, Guided Questions, Think, Pair, Share, Progress Reports, Student Portal, Email and Vocabulary Books

*Different questioning and discussion techniques are used such as: Accountable Talk, Picture/Symbol Based questions and answers, Debates, Think CERCA, Daily 5, Math Talk and Discourse

* Targeted supports are in place using flexible groupings, I CAN Descriptors, IEP Goals and more recently MTSS

*Teachers monitor student learning through the use of: Exit Tickets, NWEA, Tests/Quizzes and Progress Monitoring

*Instruction is adjusted for struggling students with:

- Small Instructional Groups
- Literature Circles
- MTSS

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

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- *Tier 1 - Teachers discuss individual student progress during GLT meetings
- MTSS
- Differentiated instruction with individual interventions as needed
- Additional targeted supports provided via Data Collection
- Primary Grades - Centers to meet individual needs/movement within group levels
- Projects
- NWEA growth targets
- Daily 5
- * On Track - Office staff/Nurse calls families via the telephone for absents
- Staff follows CPS Protocol with 10+ day absence letter
- CPS Automated calling system
- Progress Reports
- Failure Notices
- * Tier 2 & 3 - Teachers/Staff follow IEPs and Cluster Program Teachers work w/ RSPs
- Check In/Check Out Program for Positive behavior
- 4th & 5th Grades SEL Program
- Parent/Teacher/Student Conferences
- Agendas
- Parent Portal
- Hired a Reading Specialist for MTSS
- 5 Week Progress Reports
- Promotion Policy for grades 3, 6 & 8
- * School communication to Parents/Guardians through:
- PAC Meeting
- Weekly Newsletter from Principal
- 5 Wk Progress Reports/Parent Portal
- IEP Meetings
- Notifications for MTSS Meetings when interventions are needed

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

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- * Teachers recognize and appeal to students' different learning modalities through instruction and assessment, as evidenced by multiple measures such as:
 - Teacher Observation
 - Projects
 - REACH BOY/EOY
 - DLM
 - NWEA
 - Unique Learning System
 - DIBELS
 - Chapter/Unit Tests
 - Rubrics
 - Presentations
- * Students are assessed and graded using a grading scale on report cards, progress reports, 3 year re-evals for student with IEP's and MTSS.
- * Student assessments are modified and accommodations are made according to IEP's
- *Teachers use multi-modal approaches to teaching (videos, visuals etc.)
- * A variety of assessments are used including: Mathletics, Project Based, Engaged New York, Math Counts, CCSS aligned texts, Math Counts, Exit Tickets, Eureka, Accelerated Reader and History/Science Fairs
- * ELL student learning is measured using: ACCESS Testing, I CAN Descriptors, Accommodations and using math language
- *Data is analyzed for instructional effectiveness through:
 - Grade Level Team Meetings
 - DIBELS
 - Mathletics
 - StoryWorks
- * Literacy assessment is improved through common grade level teams by using the provides school resources such as:
 - Think CERCA
 - NWEA
 - DLM
 - SANDI
 - ILT
- * To measure, report and document student progress, Teachers use:
 - Universal CPS Grading System
 - Report Cards
 - GradeBook
 - Parent Portal and Conferences
 - Student Portal

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	<ul style="list-style-type: none"> ✓ 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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

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

- * Teachers recognize and appeal to students' different learning modalities through instruction and assessment, as evidenced by quarterly English Language Arts curriculum maps and lesson plans submitted for REACH evaluations.
- * Students are assessed using teacher/student created rubrics.
- * Student work and accomplishments are celebrated and displayed through monthly assemblies and bulletin boards.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

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- * Students' interactions are mutually supportive and across grade levels through programs and activities such as Reading Buddies, Tumbling, E-Y Day, C3, Special Olympics, and Student Council.
- * Teachers maintain positive interactions with students through school wide PBIS and Check In - Check Out programs.
- * Teachers collaborate regularly through committees (CIWP, ILT, LSC, MTSS, PPC, PPLC) grade level meetings, and flex day opportunities.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

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*Students have opportunities to participate in extracurricular activities before and/or after schools hours (Karate, Right @ School, Girls on the Run, basketball and softball teams, Coffee Houses, Tumbling Team, Talent Show, Essay Contests, Math Counts, plays et al) and equitable access to computer lab and library resources before, during and after school hours;
 *Students contribute to the local and global communities through participation in Student Council, MVMS surveys, Veteran's Day activities, Toys for Tots Drive, Feed My Starving Children, Ernst and Young Day, ABC Constitutional Project, Solomon's recycling programs, Sensory Garden, PTO shoe and book drives, "Walk, Jog, Roll-a-thon", visits to local nursing homes, and school clean-up projects.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

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*Students/staff feel physically safe in and around Solomon and trust their teachers as evidenced by STRONG safety and trust scores on the 2015 MVMS.

*Adults ensure students' physical safety through secured entries; routine fire, lockdown/intruder, disaster, and bus evacuations drills; posted procedures for all emergencies; required staff and visitor ID badges; established arrival/dismissal, lunchroom/recess, and transition procedures; security guard at main entrance; and shared vigilance by all.

*School promotes students' emotional well-being through "Cougar Character" curriculum with monthly acknowledgement assemblies; bulletin boards promoting and rewarding student behavior; Snappy Chats; Digital Citizenship and Internet Safety curriculum; Red Ribbon Week; Anti-Gun Pledges; Step Up and Second Step programs; "No Bullying" posters; individual behavior plans as needed; and student access to onsite counselor, social worker, and nurse.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

- * School has a proactive approach to student behavior with clear explanations, routines & procedures as evidenced by posted classroom rules; Cougar Education curriculum with monthly student recognition; Check-In, Check-out behavior plans for individual students; and personalized plans for special needs students with behavior issues.
- * A MTSS team is in place and meeting bi-monthly to develop positive behavior plans as needed for students whose behavior is interfering with the learning of others and themselves.
- * School employs a continuum of responses to student behavior to effect positive changes including flow charts (if/then options); CICO; student notebooks for daily school/parent communications; intervention and support from counselor, social worker, and psychiatrist.

Guide for Restorative Approaches to Discipline

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

- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

*Principal, teachers, and staff encourage families to participate in school activities such as Walk, Jog, Roll-a-Thon, Holiday Shoppe, International Night, Solomon Soiree, Book Fair, Kindergarten Tea, All School Picnic, Fun Fair, student performances, field trips and classroom volunteers.

* Principal and teachers provide multiple opportunities for families to ask questions, raise concerns, and give feedback through PTO, PAC, and LSC meetings, monthly coffee with the principal, Open House, and parent surveys.

* Principal, teachers, and staff establish frequent and ongoing communication with families through informal and formal conferences, the parent portal, websites, emails, phone calls, and student agendas.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
We will measure additional growth as further align our ELA curricula to CCSS and promote school-wide literacy.	93.00	93.00	94.00	95.00
National School Growth Percentile - Math				
We will measure additional growth as we integrate a new math curriculum that is fully CCSS-aligned.	86.00	78.00	81.00	84.00
% of Students Meeting/Exceeding National Ave Growth Norms				
We will measure additional growth as teacher teams analyzed individual student performance to determine instructional next steps.	60.50	(Blank)	61.00	62.00
African-American Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
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				
N/A	(Blank)	(Blank)	0.00	0.00
African-American Growth Percentile - Math				
N/A	(Blank)	(Blank)	0.00	0.00
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				
N/A	(Blank)	(Blank)	0.00	0.00
National School Attainment Percentile - Reading (Grades 3-8)				

We will measure additional growth as further align our ELA curricula to CCSS and promote school-wide literacy.	94.00	97.00	98.00	98.00
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National School Attainment Percentile - Math (Grades 3-8)

We will measure additional growth as we integrate a new math curriculum that is fully CCSS-aligned.	97.00	99.00	99.00	99.00
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National School Attainment Percentile - Reading (Grade 2)

We will measure additional growth as further align our ELA curricula to CCSS and promote school-wide literacy.	97.00	97.00	98.00	99.00
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National School Attainment Percentile - Math (Grade 2)

We will measure additional growth as we integrate a new math curriculum that is fully CCSS-aligned.	94.00	96.00	97.00	98.00
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% of Students Making Sufficient Annual Progress on ACCESS

We will measure additional growth as teacher teams analyze student ACCESS data in order to identify appropriate Can Do descriptors that can be integrated into instructional planning.	32.40	47.60	50.00	55.00
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Average Daily Attendance Rate

We will measure additional growth as we incentivize high attendance practices and as teacher teams analyze student attendance data to determine appropriate action items.	96.30	95.70	95.80	95.90
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My Voice, My School 5 Essentials Survey

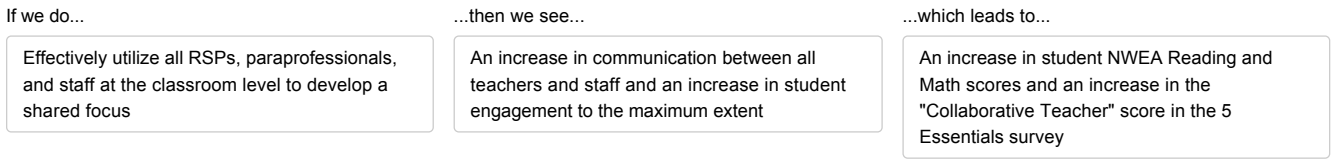
Well Organized: We will achieve well-organized through continuous communication with all stakeholders, maintaining focus on school-wide instructional priorities, and empowering stakeholders to achieve school-wide goals.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics 0 of 0 complete

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

Strategy 1



Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility

Area(s) of focus: 1

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Agenda and minutes from RSP team meeting with counselor/case manager shared with staff	RSPs, counselor/case manager, principal	Sep 6, 2016 to Jun 30, 2018	Not started	Not started

Rsp, Agenda

Distribute preference sheet for paraprofessionals to be used in developing classroom assignments	principal	Jun 1, 2016 to Jun 30, 2018	Not started	Not started
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Scheduling, Paraprofessionals

Expand on defined roles for paraprofessionals in providing classroom instructional and behavioral supports	DL teachers	Sep 6, 2016 to Jun 30, 2018	Not started	Not started
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Behavior supports, Academic supports, Paraprofessionals, Roles

Teachers and principal collaborate on data collection for paraprofessional evaluations	All teachers, principal	May 6, 2016 to Jun 30, 2018	Ongoing	On-Track
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Data, Reach, Paraprofessionals

Teachers and principal develop schedule for paraprofessionals according to best classroom fit	DL teachers, principal	Jun 1, 2016 to Jun 30, 2018	Not started	Not started
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Scheduling, lep, Paraprofessionals

Examine models for diffusing case manager role among multiple staff	DL teachers, counselor/case manager, principal	Jan 9, 2017 to Jun 30, 2018	Not started	Not started
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Scheduling, Counseling

Schedule ELPT to be a part of each GLT (K-2, 3-5, 6-8) once per month	ELPT, principal	May 6, 2016 to Jun 30, 2018	Not started	Not started
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Collaboration, EI learners

Schedule collaboration time for push-in teachers, including ELPT, RSPs, and DL resources teachers	ELPT, RSPs, DL teachers, all teachers, principal	Sep 6, 2016 to Jun 30, 2018	Not started	Not started
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Collaboration, Rsp, Collective responsibility, Diverse learner teachers, EI learners

Provide professional development opportunities for ELPT, teachers with EL certification, and all teachers to learn about best practices for differentiating instruction for EL learners, including network-facilitated PDs	All staff	Sep 6, 2016 to Jun 30, 2018	Not started	Not started
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Professional Learning, Best practice, Network, EI learners

Make RSP schedules available to all	RSPs, principal	Sep 6, 2016 to Oct 1, 2016	Not started	Not started
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Schedule, Rsp

Strategy 2

If we do...

Effectively utilize instructional materials through alignment to our curricula and the Common Core State Standards across all grade levels

...then we see...

Students engaged with rigorous texts and tasks that meet the needs of the total child

...which leads to...


An increase in student NWEA Reading and Math scores, an increase in student scores on the ISBE Science assessment, and an increase in the score of the Ambitious Instruction of the 5 Essentials survey

Tags:

Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, El learners, Google classroom, Mentor text library

Area(s) of focus:

2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Purchase Chromebook cart to allow for greater integration of technology into classroom setting	Principal, Technology Committee, Technology Coordinator	Jun 1, 2016 to Jul 30, 2016	Not started	Not started
Technology				
Provide professional development to all teachers on use of Chromebooks, use of Google Drive, and exploration of applications that can drive student learning	Principal, Technology Committee	Sep 6, 2016 to Jun 30, 2017	Not started	Not started
Technology, Professional development				
Inventory math manipulatives in the building	All teachers	Sep 6, 2016 to Oct 31, 2016	Not started	Not started
Mathematics				
Inventory classroom libraries and novel sets for identifying culturally-diverse texts	All teachers	May 6, 2016 to Oct 31, 2016	Not started	Not started
Culturally relevant, Mentor texts				
Inventory science textbook sets school-wide	All science teachers	Jan 9, 2017 to Jun 30, 2017	Not started	Not started
Science, Ngss, Textbook				
Investigate math textbook series with the purpose of purchasing a new, CCSS-aligned textbook series school-wide	Math Teacher Leaders, Principal	May 6, 2016 to Oct 31, 2016	Started	On-Track
Ccss, Math curriculum, Textbook				
Provide professional development for newly-purchased math textbook series	Math Teacher Leaders, all teachers	Sep 6, 2016 to Jun 30, 2018	Not started	Not started
Professional development, Ccss, Math curriculum, Textbook				

Use culturally-relevant texts to promote fictional literacy school-wide through: book clubs, supplementing of classroom and school libraries, literacy night, utilization of Chicago Public Library resources, and use of classroom technology	All teachers	Sep 6, 2016 to Jun 30, 2018	Not started	Not started
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Libraries, Culturally relevant, Parent engagement

Vertical alignment of science curriculum to NGSS school-wide	All science teachers	Jun 30, 2017 to Jun 30, 2018	Not started	Not started
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Science, Ngss, Vertical alignment

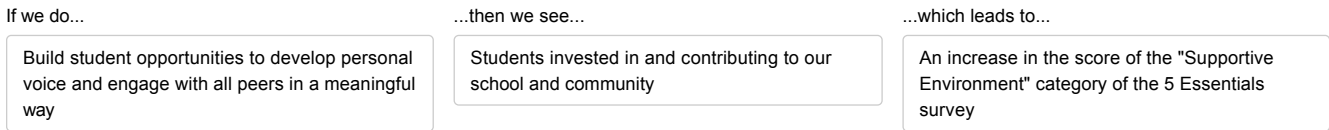
Use Looking at Student Work protocol to make a needs assessment for writing curriculum at school, including identifying grammar needs	All teachers	Jan 9, 2017 to Jun 30, 2017	Not started	Not started
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Writing, Protocols, Problem solving process

Pilot writing curricula based on results of needs assessment	Literacy Teacher Leaders	Sep 5, 2017 to Jun 30, 2018	Not started	Not started
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Writing, Writing assessment

Strategy 3



Tags: Leadership, Student engagement, Student interest, Student ownership, Student voice, Student-led

Area(s) of focus: 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Schedule reverse inclusion (general education students in a cluster classroom) during targeted Essentials classes (PE, library, etc.)	Principal, all teachers	Jun 1, 2016 to Sep 30, 2016	Not started	Not started

Physical education, Iep, Inclusion, Special education

Identify students in intermediate grades to serve in junior crossing guard group	PE teacher	Jun 1, 2016 to Sep 30, 2016	Not started	Behind
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Student ownership, Student-led

Build a Peer Buddies and Peer Readers program for general education students and students in cluster program	All teachers	Sep 6, 2016 to Jun 30, 2017	Not started	Not started
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Iep, Inclusion, Special education

Build collaboration time into staff meeting schedule to plan field trips and other events on year-long school calendar	All teachers and staff	Jun 1, 2016 to Sep 30, 2016	Not started	Not started
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Scheduling, Collaboration, Field trips, Collaborative teachers

Identify and train students to provide parent tours of the school during Open House and other events	Principal	Sep 6, 2016 to Jun 30, 2018	Not started	Not started
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Parental involvement, Parent engagement, Student-led

Fund 7th grade student leadership skill building workshops with Northwestern University and ABC Project	Principal, 7th grade teachers	Sep 6, 2016 to Jun 30, 2018	Continuing	On-Track
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Student enrichment, Leadership and collective responsibility, Student-led

Create a Career Day at Solomon for parents and community members to share their path to a career in order to increase knowledge of post-secondary expectations	Principal, counselor	Sep 6, 2016 to Dec 23, 2016	Not started	Not started
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Parent partnerships, Career, Community partnerships

Identify student leaders school-wide and build capacity through workshops provided by counselor	Counselor, staff	Sep 6, 2016 to Jun 30, 2018	Not started	Not started
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Counseling, Student leadership

Strategy 4

If we do...

Build the capacity of teachers to fully implement MTSS school-wide

...then we see...

All teachers implementing Tier 1, 2, and 3 supports, reviewing student progress through the collection of relevant data, and using the problem solving process to identify school-wide needs

...which leads to...

An increase in student scores on NWEA Reading and Math, an increase in student TRC scores, an increase in the "Collaborative Teachers" score on the 5 Essentials survey, and an increase in student attendance.

Tags:

MTSS, Teacher Teams/Collaboration, Tier 2 & 3, Data analysis, Tier 1, Problem solving process, Teacher capacity, Learning targets

Area(s) of focus:

4

Action step	Responsible	Timeframe	Evidence for status	Status
Build representative MTSS team that spans across each grade band, as well as includes RSP staff	Principal	Sep 6, 2016 to Sep 30, 2016	Not started	Not started

Teacher Teams/Collaboration, Rsp, Collaborative teachers

Embed professional development for all teachers on the MTSS process into a learning cycle during either flex PD time or grade level meeting time, pending staff vote.	Principal, MTSS Team	Sep 6, 2016 to Jun 30, 2017	Not started	Not started
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MTSS, Professional Learning, Teacher Teams/Collaboration, Flex time

Prioritize the funding of the lead interventionist teaching position	Principal	Jun 30, 2016 to Jun 30, 2018	Continue	On-Track
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Interventions, Staff, Budget

Build into staff meeting time opportunities to share school-wide progress on students receiving MTSS services	Principal, MTSS Team	Sep 6, 2016 to Jun 30, 2018	Not started	Not started
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Teacher Teams/Collaboration, Scheduling

Schedule time for regular and frequent communication between MTSS Team, interventionist, and classroom teacher to meet, identify student interventions, and collectively progress monitor	Principal, MTSS Team, all teachers	Sep 6, 2016 to Jun 30, 2018	Not started	Not started
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MTSS, Teacher Teams/Collaboration, Progress monitoring, Data analysis

Work with Parent Advisory Council to provide training and support to parents to assist in the achievement of school-wide MTSS objectives, including building a library of materials and funding of teaching staff to provide training	Principal, PAC, MTSS Team	May 6, 2016 to Jun 30, 2018	Continue	On-Track
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Pac, Parent involvement, Community resources

Expand MTSS focus to include math and SEL interventions	MTSS Team	Sep 5, 2017 to Jun 30, 2018	Not started	Not started
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Math, Sel mtss, Learning targets

Provide regular and frequent communication to parents of students receiving MTSS services through one-on-one communications, email, and newsletter	MTSS Team, Principal	Jun 1, 2016 to Jun 30, 2018	Not started	Not started
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Communication, Parent resources, Community resources

Strategy 5

If we do...

...then we see...

...which leads to...

Align the work stream and actions of the ILT	Teachers will be leading peers in implementing	An increase in the scores of the "Collaborative
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with the priority areas and professional learning goals of the CIWP

our school-wide priorities and evaluating our progress

Teachers" and "Effective Leadership" of our 5 Essentials survey

Tags:
Teacher Teams/Collaboration, ILT, Cycles of professional learning

Area(s) of focus:
5

Action step	Responsible	Timeframe	Evidence for status	Status
Develop a school-wide understanding of the role of the ILT, as well as other school-based teams (MTSS, PPLC, etc.)	Principal, ILT	Sep 6, 2016 to Dec 23, 2016	Not started	Not started

Teacher Teams/Collaboration, Professional responsibility, Roles

ILT agenda and minutes to be shared via Google Drive with all staff and copies placed in teacher mailboxes	Principal, ILT	Sep 6, 2016 to Jun 30, 2018	Continue (in Drive), not started (mailboxes)	Not started
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MTSS, ILT, Shared leadership, Pplc, Agenda

Establish two-way communication between all staff and the ILT with weekly GLT agenda item	Principal, ILT	May 6, 2016 to Jun 30, 2018	Continue	On-Track
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ILT, Communication, Grade level meetings

ILT will implement learning cycles that embed professional learning into GLT meetings through a process of identifying a problem (through the PSP), research, plan, implement, evaluate, repeat	ILT	May 6, 2016 to Jun 30, 2018	Continue	On-Track
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ILT, Cycles of professional learning, Grade level meetings, Problem solving process, Teacher capacity, Teacher leadership

Teachers on ILT will be provided feedback on meeting facilitation on an ongoing and frequent basis in order to develop leadership capacity	ILT	May 6, 2016 to Jun 30, 2018	Continue	On-Track
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Instructional Coaching, ILT, Teacher capacity, Teacher feedback

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Agenda and minutes from RSP team meeting with counselor/case manager shared with staff</p> <p>Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility, Rsp, Agenda</p>	RSPs, counselor/case manager, principal	Sep 6, 2016	Jun 30, 2018	Not started
<p>✚ Distribute preference sheet for paraprofessionals to be used in developing classroom assignments</p> <p>Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility, Scheduling, Paraprofessionals</p>	principal	Jun 1, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Expand on defined roles for paraprofessionals in providing classroom instructional and behavioral supports Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility, Behavior supports, Academic supports, Paraprofessionals, Roles</p>	DL teachers	Sep 6, 2016	Jun 30, 2018	Not started
<p>✦ Teachers and principal collaborate on data collection for paraprofessional evaluations Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility, Data, Reach, Paraprofessionals</p>	All teachers, principal	May 6, 2016	Jun 30, 2018	On-Track
<p>✦ Teachers and principal develop schedule for paraprofessionals according to best classroom fit Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility, Scheduling, Iep, Paraprofessionals</p>	DL teachers, principal	Jun 1, 2016	Jun 30, 2018	Not started
<p>✦ Examine models for diffusing case manager role among multiple staff Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility, Scheduling, Counseling</p>	DL teachers, counselor/case manager, principal	Jan 9, 2017	Jun 30, 2018	Not started
<p>✦ Schedule ELPT to be a part of each GLT (K-2, 3-5, 6-8) once per month Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility, Collaboration, EI learners</p>	ELPT, principal	May 6, 2016	Jun 30, 2018	Not started
<p>✦ Schedule collaboration time for push-in teachers, including ELPT, RSPs, and DL resources teachers Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility, Collaboration, Rsp, Collective responsibility, Diverse learner teachers, EI learners</p>	ELPT, RSPs, DL teachers, all teachers, principal	Sep 6, 2016	Jun 30, 2018	Not started
<p>✦ Provide professional development opportunities for ELPT, teachers with EL certification, and all teachers to learn about best practices for differentiating instruction for EL learners, including network-facilitated PDs Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility, Professional Learning, Best practice, Network, EI learners</p>	All staff	Sep 6, 2016	Jun 30, 2018	Not started
<p>✦ Make RSP schedules available to all Tags: Diverse Learners, Aligned resources, Vision, Paraprofessionals, Rsp, Collective responsibility, Schedule, Rsp</p>	RSPs, principal	Sep 6, 2016	Oct 1, 2016	Not started
<p>✦ Purchase Chromebook cart to allow for greater integration of technology into classroom setting Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, EI learners, Google classroom, Mentor text library, Technology</p>	Principal, Technology Committee, Technology Coordinator	Jun 1, 2016	Jul 30, 2016	Not started
<p>✦ Provide professional development to all teachers on use of Chromebooks, use of Google Drive, and exploration of applications that can drive student learning Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, EI learners, Google classroom, Mentor text library, Technology, Professional development</p>	Principal, Technology Committee	Sep 6, 2016	Jun 30, 2017	Not started
<p>✦ Inventory math manipulatives in the building Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, EI learners, Google classroom, Mentor text library, Mathematics</p>	All teachers	Sep 6, 2016	Oct 31, 2016	Not started
<p>✦ Inventory classroom libraries and novel sets for identifying culturally-diverse texts Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, EI learners, Google classroom, Mentor text library, Culturally relevant, Mentor texts</p>	All teachers	May 6, 2016	Oct 31, 2016	Not started
<p>✦ Inventory science textbook sets school-wide Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, EI learners, Google classroom, Mentor text library, Science, Ngss, Textbook</p>	All science teachers	Jan 9, 2017	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Investigate math textbook series with the purpose of purchasing a new, CCSS-aligned textbook series school-wide</p> <p>Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, El learners, Google classroom, Mentor text library, Ccss, Math curriculum, Textbook</p>	Math Teacher Leaders, Principal	May 6, 2016	Oct 31, 2016	On-Track
<p>✚ Provide professional development for newly-purchased math textbook series</p> <p>Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, El learners, Google classroom, Mentor text library, Professional development, Ccss, Math curriculum, Textbook</p>	Math Teacher Leaders, all teachers	Sep 6, 2016	Jun 30, 2018	Not started
<p>✚ Use culturally-relevant texts to promote fictional literacy school-wide through: book clubs, supplementing of classroom and school libraries, literacy night, utilization of Chicago Public Library resources, and use of classroom technology</p> <p>Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, El learners, Google classroom, Mentor text library, Libraries, Culturally relevant, Parent engagement</p>	All teachers	Sep 6, 2016	Jun 30, 2018	Not started
<p>✚ Vertical alignment of science curriculum to NGSS school-wide</p> <p>Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, El learners, Google classroom, Mentor text library, Science, Ngss, Vertical alignment</p>	All science teachers	Jun 30, 2017	Jun 30, 2018	Not started
<p>✚ Use Looking at Student Work protocol to make a needs assessment for writing curriculum at school, including identifying grammar needs</p> <p>Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, El learners, Google classroom, Mentor text library, Writing, Protocols, Problem solving process</p>	All teachers	Jan 9, 2017	Jun 30, 2017	Not started
<p>✚ Pilot writing curricula based on results of needs assessment</p> <p>Tags: Science, Technology, Common core, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, El learners, Google classroom, Mentor text library, Writing, Writing assessment</p>	Literacy Teacher Leaders	Sep 5, 2017	Jun 30, 2018	Not started
<p>✚ Schedule reverse inclusion (general education students in a cluster classroom) during targeted Essentials classes (PE, library, etc.)</p> <p>Tags: Leadership, Student engagement, Student interest, Student ownership, Student voice, Student-led, Physical education, Iep, Inclusion, Special education</p>	Principal, all teachers	Jun 1, 2016	Sep 30, 2016	Not started
<p>✚ Identify students in intermediate grades to serve in junior crossing guard group</p> <p>Tags: Leadership, Student engagement, Student interest, Student ownership, Student voice, Student-led, Student ownership, Student-led</p>	PE teacher	Jun 1, 2016	Sep 30, 2016	Behind
<p>✚ Build a Peer Buddies and Peer Readers program for general education students and students in cluster program</p> <p>Tags: Leadership, Student engagement, Student interest, Student ownership, Student voice, Student-led, Iep, Inclusion, Special education</p>	All teachers	Sep 6, 2016	Jun 30, 2017	Not started
<p>✚ Build collaboration time into staff meeting schedule to plan field trips and other events on year-long school calendar</p> <p>Tags: Leadership, Student engagement, Student interest, Student ownership, Student voice, Student-led, Scheduling, Collaboration, Field trips, Collaborative teachers</p>	All teachers and staff	Jun 1, 2016	Sep 30, 2016	Not started
<p>✚ Identify and train students to provide parent tours of the school during Open House and other events</p> <p>Tags: Leadership, Student engagement, Student interest, Student ownership, Student voice, Student-led, Parental involvement, Parent engagement, Student-led</p>	Principal	Sep 6, 2016	Jun 30, 2018	Not started
<p>✚ Fund 7th grade student leadership skill building workshops with Northwestern University and ABC Project</p> <p>Tags: Leadership, Student engagement, Student interest, Student ownership, Student voice, Student-led, Student enrichment, Leadership and collective responsibility, Student-led</p>	Principal, 7th grade teachers	Sep 6, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Create a Career Day at Solomon for parents and community members to share their path to a career in order to increase knowledge of post-secondary expectations</p> <p>Tags: Leadership, Student engagement, Student interest, Student ownership, Student voice, Student-led, Parent partnerships, Career, Community partnerships</p>	Principal, counselor	Sep 6, 2016	Dec 23, 2016	Not started
<p>✦ Identify student leaders school-wide and build capacity through workshops provided by counselor</p> <p>Tags: Leadership, Student engagement, Student interest, Student ownership, Student voice, Student-led, Counseling, Student leadership</p>	Counselor, staff	Sep 6, 2016	Jun 30, 2018	Not started
<p>✦ Build representative MTSS team that spans across each grade band, as well as includes RSP staff</p> <p>Tags: MTSS, Teacher Teams/Collaboration, Tier 2 & 3, Data analysis, Tier 1, Problem solving process, Teacher capacity, Learning targets, Teacher Teams/Collaboration, Rsp, Collaborative teachers</p>	Principal	Sep 6, 2016	Sep 30, 2016	Not started
<p>✦ Embed professional development for all teachers on the MTSS process into a learning cycle during either flex PD time or grade level meeting time, pending staff vote.</p> <p>Tags: MTSS, Teacher Teams/Collaboration, Tier 2 & 3, Data analysis, Tier 1, Problem solving process, Teacher capacity, Learning targets, MTSS, Professional Learning, Teacher Teams/Collaboration, Flex time</p>	Principal, MTSS Team	Sep 6, 2016	Jun 30, 2017	Not started
<p>✦ Prioritize the funding of the lead interventionist teaching position</p> <p>Tags: MTSS, Teacher Teams/Collaboration, Tier 2 & 3, Data analysis, Tier 1, Problem solving process, Teacher capacity, Learning targets, Interventions, Staff, Budget</p>	Principal	Jun 30, 2016	Jun 30, 2018	On-Track
<p>✦ Build into staff meeting time opportunities to share school-wide progress on students receiving MTSS services</p> <p>Tags: MTSS, Teacher Teams/Collaboration, Tier 2 & 3, Data analysis, Tier 1, Problem solving process, Teacher capacity, Learning targets, Teacher Teams/Collaboration, Scheduling</p>	Principal, MTSS Team	Sep 6, 2016	Jun 30, 2018	Not started
<p>✦ Schedule time for regular and frequent communication between MTSS Team, interventionist, and classroom teacher to meet, identify student interventions, and collectively progress monitor</p> <p>Tags: MTSS, Teacher Teams/Collaboration, Tier 2 & 3, Data analysis, Tier 1, Problem solving process, Teacher capacity, Learning targets, MTSS, Teacher Teams/Collaboration, Progress monitoring, Data analysis</p>	Principal, MTSS Team, all teachers	Sep 6, 2016	Jun 30, 2018	Not started
<p>✦ Work with Parent Advisory Council to provide training and support to parents to assist in the achievement of school-wide MTSS objectives, including building a library of materials and funding of teaching staff to provide training</p> <p>Tags: MTSS, Teacher Teams/Collaboration, Tier 2 & 3, Data analysis, Tier 1, Problem solving process, Teacher capacity, Learning targets, Pac, Parent involvement, Community resources</p>	Principal, PAC, MTSS Team	May 6, 2016	Jun 30, 2018	On-Track
<p>✦ Expand MTSS focus to include math and SEL interventions</p> <p>Tags: MTSS, Teacher Teams/Collaboration, Tier 2 & 3, Data analysis, Tier 1, Problem solving process, Teacher capacity, Learning targets, Math, Sel mtss, Learning targets</p>	MTSS Team	Sep 5, 2017	Jun 30, 2018	Not started
<p>✦ Provide regular and frequent communication to parents of students receiving MTSS services through one-on-one communications, email, and newsletter</p> <p>Tags: MTSS, Teacher Teams/Collaboration, Tier 2 & 3, Data analysis, Tier 1, Problem solving process, Teacher capacity, Learning targets, Communication, Parent resources, Community resources</p>	MTSS Team, Principal	Jun 1, 2016	Jun 30, 2018	Not started
<p>✦ Develop a school-wide understanding of the role of the ILT, as well as other school-based teams (MTSS, PPLC, etc.)</p> <p>Tags: Teacher Teams/Collaboration, ILT, Cycles of professional learning, Teacher Teams/Collaboration, Professional responsibility, Roles</p>	Principal, ILT	Sep 6, 2016	Dec 23, 2016	Not started
<p>✦ ILT agenda and minutes to be shared via Google Drive with all staff and copies placed in teacher mailboxes</p> <p>Tags: Teacher Teams/Collaboration, ILT, Cycles of professional learning, MTSS, ILT, Shared leadership, Pplc, Agenda</p>	Principal, ILT	Sep 6, 2016	Jun 30, 2018	Not started
<p>✦ Establish two-way communication between all staff and the ILT with weekly GLT agenda item</p> <p>Tags: Teacher Teams/Collaboration, ILT, Cycles of professional learning, ILT, Communication, Grade level meetings</p>	Principal, ILT	May 6, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ ILT will implement learning cycles that embed professional learning into GLT meetings through a process of identifying a problem (through the PSP), research, plan, implement, evaluate, repeat</p> <p>Tags: Teacher Teams/Collaboration, ILT, Cycles of professional learning, ILT, Cycles of professional learning, Grade level meetings, Problem solving process, Teacher capacity, Teacher leadership</p>	ILT	May 6, 2016	Jun 30, 2018	On-Track
<p>✚ Teachers on ILT will be provided feedback on meeting facilitation on an ongoing and frequent basis in order to develop leadership capacity</p> <p>Tags: Teacher Teams/Collaboration, ILT, Cycles of professional learning, Instructional Coaching, ILT, Teacher capacity, Teacher feedback</p>	ILT	May 6, 2016	Jun 30, 2018	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Regular monthly meetings are scheduled, and school-wide priorities, action items, and progress towards school-wide goals are reviewed.

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

An annual meeting is held to explain Title I requirements, parent rights, and student rights. A school-wide notice is distributed in English, with translation and follow-up phone calls provided in Spanish, Urdu, and Arabic, on an as-needed basis. Regular monthly meetings are held, and meeting dates are published on the school-wide calendar (available via website, weekly principal newsletter, and distribution in student backpacks).

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

The first parent meeting of the school year covers the assessment tools used by teaching staff and how parents can use that information to monitor student progress towards individual growth goals. Parents have access to student grades through the Parent Portal to monitor progress, with training on how to use the Portal made available each conference day with the support of native-language paraprofessionals and the technology coordinator.

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.

Regular meetings are held monthly, and on each agenda there is space for public comment.

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.

Whole-school performance is shared via the State of the School presentation once a year at a designated LSC meeting. Individual student NWEA, PARCC, and Dibels/TRC reports are printed, where applicable, and shared with parents at parent-teacher conferences.

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

Letters are mailed directly from CPS informing parents if their teachers are Not Highly Qualified.

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.

Regular workshops are provided through the use of NCLB parent funds, as determined based on school-wide priorities, and planned in conjunction with PAC parent leadership.

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.

Regular workshops are provided through the use of NCLB parent funds, as determined based on school-wide priorities, and planned in conjunction with PAC parent leadership.

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.

Parents are encouraged to volunteer throughout the school year, including beginning of the year events where they can meet the greatest number of new staff and parents to the school. Teachers and staff actively solicit parents to volunteer within their classrooms and field trips.

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.

Parent workshops are planned and held to integrate school activities and student success in academic and social-emotional learning.

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

Information is available on our school website, through weekly principal newsletter, and quarterly teacher newsletters. Parents are encouraged to use school computers for access if they do not have access at home.

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.)

Hannah G. Solomon Elementary School is committed to ensuring the academic and social-emotional growth of all students to enable each student to meet his or her true potential. This progress will be achieved by facilitating collaborative curriculum planning and professional development, building active partnerships with parents and the community through transparent and frequent dialogue, promoting a culture of accountability for all adults who support student learning, integrating service providers into instructional planning, and demonstrating a culture of respect for all students from all backgrounds.

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

Parent-teacher conferences are held on the days of report card pick-up for 1st and 3rd Quarter, on dates determined by the district. Additional conferences are scheduled with teachers on an as-needed basis.

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

Parents receive a progress report, which contains grades for all of a student's academic subjects, every five weeks. Gradebook is updated in a timely fashion so that parents can log in to the Parent Portal and view their child's assignments and grades as needed.

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

School staff is available to meet with parents during their preparation time, before and after school (when arranged ahead of time), or for class visits when arranged ahead of time. Staff will also return phone calls and emails to parents.

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

Parents are encouraged to volunteer within individual classrooms, on field trips, and for various school-wide activities (Scholastic Book Fair, Dancing with the Solomon Stars, holiday concerts, school dances, etc.).

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

Parents can monitor their child's learning via progress reports, Parent Portal, and quarterly newsletters provided by the classroom teacher.

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 have the opportunity to run for office or provide feedback during the public comment part of the agenda for LSC and PAC meetings. Parents additionally consult with individual teachers during the beginning of the year open house.

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

Students are apprised of their growth targets on NWEA. Students are rewarded for good grades (Honor Roll) through quarterly incentives. Students are rewarded for good attendance through end-of-year incentives.

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.

We will increase parent involvement by offering additional parent education workshops throughout the school year. Translation and babysitting services will be provided. Newsletters will be provided to parents as well, with translation available. Parents will be surveyed to determine purchases and workshop topics. Teachers will be available to present curriculum workshops to parents.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .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)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .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.	\$ Amount .00
53510	Postage Must be used for parent involvement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ Amount .00