



Stone Elementary Scholastic Academy (/school-plans/414) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
James Brandon	Assistant Principal	jjbrandon2@cps.edu	Has access
Dora Sanchez	Reading Specialist	desanchez@cps.edu	Has access
William Marsland	Technology Teacher/Art Liaison	wemarsland@cps.edu	Has access
Seol Moon	Special Education Teacher	smoon2@cps.edu	Has access
Paula Baldocchi	Special Education Teacher 5-8	pkbaldocchi@cps.edu	Has access
Mirta Alfonso	English Language Program Teacher	maalfonso@cps.edu	Has access
Jennifer Wynne	Classroom Teacher Primary	jlwynne@cps.edu	Has access
Barbara Onofrio	Principal	bonofrio@cps.edu	Has access
Renee Karic	Middle School Math 7-8	rvkaric@cps.edu	Has access
Lori Switzer	Parent	switzer99@att.net	No Access
Vito Greco	Parent/LSC Chair	vito@greco.net	No Access

### Team meetings

Date	Participants	Topic
01/13/2016	PPLC	Planning
01/20/2016	CIWP Team	SEF
01/25/2016	CIWP Team	SEF
01/27/2016	CIWP Team	SEF

01/20/2016	Parents and Teachers	Parent Forum
02/03/2016	ILTPPLC	SEF Review
02/05/2016	School Improvement Day	Strategy Work
03/02/2016	Parent Forum	Share Priorities
03/02/2016	CIWP Team	Strategy Work
03/09/2016	CIWP Team and PPLC	Strategy Work
04/08/2016	CIWP Team	Action Steps
04/25/2016	LSC Update	Feedback
03/21/2016	LSC Update	Feedback
04/27/2016	CIWP Meeting	Dates and Tags
05/04/2016	Parent Forum	Feedback

#### School Excellence Framework

#### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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.

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There is an opportunity for teachers to take on new leadership roles and take more responsibility for all students, not just the students in their class. Teachers have worked diligently on unit planning. We will continue to work on our vertical alignment, ensuring that we have very little gaps.

Teachers are encouraged to take more leadership roles and we'd like to see more teachers to take advantage of this opportunity. Examples of leadership roles that we currently have are: Bill Marsland (Art Liaison and Technology) , Dora Sanchez (MTSS and Reading Specialist), Pam Oden (After-Care), Rebeca Viquez (ASAS), George Melanis (Fitness grants), Annie Sobotka (Co-Teaching Implementation).

Stakeholders support our school vision and mission. There are opportunities for all voices to be heard. Parent forums are available for parents to address questions or concerns on any issue (ex. uniform, traffic safety, testing implementations, etc...).

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

### Instructional Leadership Team:

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

Score

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ILT continuously looks at needs of the school and community. The team also works on improving the school by reviewing student data on a five week basis. This is currently done during grade-level meetings and/or PD times. We hope that through development opportunities that staff members will take greater leadership, especially to develop and implement new instructional practices. Our ILT provides specific suggestions on improvements based in analysis of assessment data and the 5 Essentials Survey. They also help communicate concerns from the staff and provide information to grade-level teams from the administration. ILT is instrumental in identifying needs such as academic personalism as a focus for upcoming PD.

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

**Professional Learning:**

Score

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

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Structured time has been developed for data review and planning withing grade-level bands. We have been working to close the gap among sub-groups through professional learning. Staff members have completed peer observations to help them implement new strategies. Co-teaching team has been developed to strengthen our professional learning community. The team has consulted with Meg Carroll to provide us with essential strategies needed to improve our teaching methods with certain sub-groups.

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

#### Aligned Resources:

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

Score

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Resources are available to teachers on the first day of school. While we need to visit subscriptions frequently to determine effectiveness, teachers do have a say in the materials they want and need. Every year teachers evaluate materials purchased and determine what is needed and if it is the best fit for our curriculum. Teachers also work hard at attaining grants for additional resources for instruction (such as enrichment materials, classroom books sets, assistant technology, etc...)

Retired teachers have been hired to provide TRC/DIBELS and MTSS support. We also use supplemental funding to close any priority group achievement gaps

#### 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
Measures	✓ 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	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
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:

Score

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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.

Some grades have cross-curricular units, thematic units, and comprehensive units, but not all. The school is still working on aligning curriculum maps vertically. Sequencing and pacing guides are available, but not always necessarily used. The SQRP shows strong academic growth, especially in areas of high need. Time restraints remain an issue for collaborative work amongst teachers. Curricular goals at Stone are ambitious...especially in upper grades, but we are lacking in writing (lowest scores in standardized tests) as a whole.

Administrators are supportive of new teachers and new ideas/changes to curriculum. They give teachers a lot of independence when it comes to curriculum, are more sensitive to needs of different diverse learners in this school, support curricular areas outside of the core (Math/ELA) and have a wide range of class offerings for students. We have lots of partnerships, especially in the arts, at Stone; residencies at every grade level, grants written by parents that contribute to different learning opportunities (Action for Healthy Kids), after school partnerships (band, judo, chess).

### 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&scid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

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

Score

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Curricular plans and materials used by teachers are well aligned to CCSS. Teachers have access to tech tools, manipulatives, programs, and books. Teachers have access, but things are not always being used. There are opportunities to use technology, leveled library, Chromebooks for EL and diverse learners, like the separate CB carts. We update technology regularly, and subscribe to appropriate quality online tools; school purchased writing units of study for upper grades; library receives new books to maintain and collect; LLT surveys staff to ensure balance of books in trade libraries. We have many materials for EL students (ESL materials), but not specifically in native languages given the population we have at Stone. Technology and multimedia is available in GoMath, ThinkThroughMath, RazKids, and other programs used at Stone; some textbooks are available online and students are provided with access codes.

Consumables promote hands on activities or learning, such as FOSS and SEPUP science materials and Second Step. Some teachers involve the element of choice in materials and assignments.

## Guide for Instructional Materials

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

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

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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

Score

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

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This area was rated low on 5 Essentials by students two years in a row. There is a need to work on displaying and discussing student work. Not enough authentic student work is not displayed in the school, nor shared with other teachers. Not all students assume responsibility or take pride in the work they do, they want to know the bare minimum necessary to pass and we hope to change this. Diverse learners experience high expectations through the co-teaching model. We do well for low and average students, but need to address high achieving students. Go Math! addresses robust understanding of math and Algebra Plus is offered.

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

### Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

Teachers share information on their own post-secondary education with students openly, and special education students in 8th grade discuss post-secondary plans with their teachers regularly. Stone hosts new student orientations at the beginning of the year to welcome new families and students, and tracks all students (special education, EL, as well as the entire population) throughout the year through our MTSS structure. Students are exposed to a professional world beyond elementary school. 8th graders shadow high school students and attend a high school student panel and fairs to learn more about high school options. Algebra Plus is provided to qualifying 8th grade students. Second Step is used to help students learn about persistence and personal behaviors.

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. <a href="#">Establishing a Culture for Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 3 4

Teachers will continue learning about their students and their individual learning needs and creating curriculum to anticipate these needs. This includes writing and reflecting on lesson plans and anticipating for misunderstandings.

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

### Multi-Tiered System of Support:

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

Score

1 2 3 4

We have created a MTSS system that works for our students. This system has been streamlined over the years to meet the needs of our current learners. Teachers also collaborate as grade level bands to discuss the needs of the students. Parent communication is also key to the success of the program. One area of opportunity would be greater training for Tier 2. Such as what are some appropriate interventions for the learners. Also time should be included to meet with interventionists. We need time to learn specific interventions and time to apply them for Tier 2 learners. We also need allotted time to collaborate with other interventionists.

### Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.

- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

Score

1 2 3 4

We need a more accurate process of assessment that directly measures grade level content. Multiple measures of assessments should be used in all classrooms. Better use of screening and diagnostic assessments to inform assessment. (Ex. If we give a pretest, we need to use the data to inform instruction). Teachers need to know which accommodations can be used with ELs and to what level they can modify.

We have a need to have a grading scale that clearly, accurately, consistently, and fairly communicates learning progress and achievements. Greater use of student work samples and co-grading during grade levels with rubrics.

Use of varied assessments for different learning styles.

### 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.udcenter.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.csaonline.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"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a> <a href="#">1e. Designing Student Assessment</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4b. Maintaining Accurate Records</a>
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:

Score

1 2 3 4

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

Teachers do a good job differentiating expectations so all students can achieve at high levels. We need to follow through with providing students with frequent and informative feedback. This allows students to self assess their work.

### Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual**

**student.**

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

**Evidence, Measures, and Standards**

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

**Relational Trust:**

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

**Score**

1 **2** 3 4

Continue developing trusting relationships with students so they have a trusted adult in the school. Adult-student interactions could be more positive, caring, and respectful if students are taught how to speak to an adult properly. We hope to strengthen our Second Step implementation.

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

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Not all learning activities are personalized to match students' needs and interests. Our most able students find some of the curriculum/activities do not sufficiently challenge them. Engaging students in a civic activity at the end of the school year could be a way to keep motivation up.

Students are able to participate in different activities through FOSA and After School All-stars. There is a chance to solicit more feedback on choice of activities offered through FOSA and After School All-Stars and incorporate student interest. Students have exercised their voices and have gone to faculty and administration with ideas in the past, but only do so through self-motivation.

## Guide for Student Voice, Engagement, & Civic Life

### Students...

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

## Evidence, Measures, and Standards

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

### Safety & Order:

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

Score

1 2 **3** 4

School has a positive discipline behavior system (Matrix and S.O.A.R)  
 Chance to improve transitions and modeling  
 We do a good job reporting injuries in Verify and Logger  
 We have a flow chart that addresses the criteria for office vs. classroom behavior

### 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"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment



**Restorative Approaches to Discipline:**

Score

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

1 2 **3** 4

Administration partners with teachers when dealing with discipline issues. One possible improvement would be the creation a discipline team to create/support restorative practices. We also need to talk about restorative practices as a staff using Logger data as a basis for discussion. We might also consider creating a behavioral health team.

**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)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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**

We have well publicized events for parents to attend (parent round table, LSC, fundraisers). We would like to find opportunities to improve attendance at parent events. The LSC has been working on new strategies to increase parent participation. Language continues to be a challenge with parent attendance at school wide events. The office staff is very welcoming, which both current and new parents greatly appreciate. We have high levels of community and parent communication (Newsletters, website, and room parents).

## 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	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

## School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

2 Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading

1	2	3	4	5	0
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2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	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: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	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	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

4 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
(Blank)	99.00	97.00	98.00	98.00
<b>National School Growth Percentile - Math</b>				
(Blank)	93.00	92.00	94.00	95.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
(Blank)	67.00	(Blank)	70.00	72.00
<b>African-American Growth Percentile - Reading</b>				
(Blank)	97.00	91.00	93.00	95.00

**Hispanic Growth Percentile - Reading**

(Blank)	95.00	98.00	98.00	98.00
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**English Learner Growth Percentile - Reading**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Reading**

(Blank)	20.00	90.00	80.00	85.00
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**African-American Growth Percentile - Math**

(Blank)	80.00	76.00	80.00	82.00
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**Hispanic Growth Percentile - Math**

(Blank)	84.00	83.00	84.00	85.00
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**English Learner Growth Percentile - Math**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Math**

(Blank)	56.00	63.00	65.00	68.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

(Blank)	98.00	99.00	98.00	98.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Implementation of the new math program in the 2015-2016 school year.	95.00	98.00	95.00	98.00
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**National School Attainment Percentile - Reading (Grade 2)**

(Blank)	97.00	97.00	97.00	97.00
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**National School Attainment Percentile - Math (Grade 2)**

(Blank)	89.00	98.00	95.00	97.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Continuation of co-teaching, RTI support as well as after school programs will lead to growth.	38.40	51.40	55.00	60.00
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**Average Daily Attendance Rate**

There are students who continue to have attendance issues. We will provide additional focus and support, in order to make sure these students come to school more regularly and are on time. The 5 and 10 day letters will be utilized to help with this and will mean improvement in our already strong attendance percentage.	96.60	96.30	96.50	97.00
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**My Voice, My School 5 Essentials Survey**

5 Essentials continues to be an area where we struggle and we've spent a great deal of time working with the ILT to improve results. We will devote one CIWP strategy to the improvement of supportive environment, with the expectation that this will help move the metric from weak to strong.	(Blank)	(Blank)	(Blank)	(Blank)
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2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

a balanced assessment system that provides teachers with multiple forms of actionable data and measures learning through various modalities

...then we see...

a more accurate reflection of student learning/understanding so that instruction can be adjusted to meet the needs of individual students

...which leads to...

accurate reporting of student ability and understanding of student needs. This will be measured by all teachers using the aligned assessment system and participating in productive conversations around student learning. The success will also be measured by the development of a school-wide assessment plan and implementation of professional development, with teacher capacity increasing to a goal of 90% pass rate on a post PD assessment.

Tags:

MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention

Area(s) of focus:

1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Coaches will build capacity with regard to assessment through professional development including workshops and professional readings

Coaches and Admin

Jul 1, 2016 to Sep 30, 2016

Meeting minutes and completed document

Not started

**Assessment, ILT**

Instructional coaches will collaborate with teachers biweekly during grade level meetings to review reading and math curriculum maps.

Instructional coaches and grade-level teams

Oct 13, 2016 to Jun 30, 2017

Meeting minutes and completed document

Not started

**Assessment, ILT**

Teachers will use the criteria in order to begin to craft and administer quality, balanced assessments.

Homeroom teachers

Jan 2, 2017 to Jun 30, 2017

Assessment documents

Not started

**Curriculum, Assessments**

Coaches document assessments being administered quarterly.

Coaches

Sep 1, 2016 to Jun 30, 2017

Assessment Map

Not started

**Assessments, Accountability**

End of year one share school-wide plan. Entire instructional team will meet to discuss and develop vertical alignment.

Instructional team

Jun 1, 2017 to Jun 30, 2017

PD Agenda

Not started

**Curriculum Design, ILT, Curriculum, Assessments**

Develop implementation plan at beginning of year two to inform all teachers for whole school alignment.	Coaches	Aug 1, 2017 to Sep 29, 2017	Plan document	Not started
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**ILT, Curriculum, Assessments**

Every quarter of year two, coaches will review and revise implementation plan with teachers.	Coaches and teachers	Sep 1, 2017 to Jun 30, 2018	Agendas from quarterly meetings	Not started
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**ILT, Curriculum, Assessments**

Strategy 2

If we do...

...then we see...

...which leads to...

identify the specific components used to determine a grade for each subject by grade-level

consistent reporting to parents and students

a clear understanding of student achievement as measured by a 10% increase in the on track rate from 70% to 80%.

Tags:  
Diverse Learners, English Learners, Assessment, Intervention, Data Use

Area(s) of focus:  
1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
All teachers utilize a 60 (assessments), 30(classwork), 10(homework) category balance for Gradebook. This might be different for resource teachers.	All teachers	Sep 1, 2016 to Jun 30, 2018	Gradebook	Not started

**Curriculum, Academics, Assessments, Gradebook, Balanced grading and assessment**

Start year two by looking at philosophy of grading and align to assessment. Determine what should go in a grade for each grade-level and subject.	All teachers	Sep 1, 2017 to Oct 2, 2017	Agendas and meeting notes	Not started
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**Assessments, Balanced grading and assessment**

Assessment committee under the guidance of administration and instructional coaches will craft a plan to inform parents regarding how their children will be assessed. Work to change mindset of staff and parents to understanding that grades represent what students know and not their work habits, efforts and relationships.	Teachers	Sep 1, 2017 to Sep 29, 2017	Curriculum Night Agendas	Behind
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**ILT, Assessments, Balanced grading and assessment, Administration**

Analyze and understand how the scores entered in Gradebook produce a final grade. This will lead to an understanding of how the grades entered indicate level of mastery of standards. This will be accomplished through professional development for Stone teachers led by Stone teachers who are Gradebook master users.

Teachers and admin

Nov 1, 2016 to Dec 30, 2016

PD Agenda

Not started

**ILT, Gradebook, Balanced grading and assessment, Administration**

At the end of the second CIWP year grade-levels/ subjects will collaborate to align grading vertically.

Teachers

May 1, 2018 to Jun 29, 2018

Alignment Document

Not started

**ILT, Curriculum, Balanced grading and assessment, Vertical articulation, Vertical alignment**

Assessment team, led by instructional coaches, will organize one meeting a quarter dedicated to assessment techniques for differentiated instruction, ESL and Diverse Learner support. These meetings will begin the 3rd quarter of the first year.

Coaches and PPLC

Feb 1, 2017 to Jun 29, 2018

Agendas

Not started

**Diverse Learners, English Learners, ILT, Curriculum, Balanced grading and assessment**

**Strategy 3**

If we do...

more work on curriculum implementation and instruction with a focus on developing differentiation techniques and incorporating computational thinking

...then we see...

greater student ownership, understanding, and engagement in learning

...which leads to...

all students' learning style, readiness, and interest being met which is measured by improvement on the on the 5 Essentials Academic Personalism (Teachers Connect With Students In The Classroom And Support Them In Achieving Academic Goals) moving from low weak to strong.

Tags:

MTSS, English Learners, Assessment, Curriculum Design, Intervention, Data Use

Area(s) of focus:

2

Action step

Responsible

Timeframe

Evidence for status

Status

Devote half a day of opening PD year two to differentiation strategies. PPLC team will determine the format of this PD (presentation, article review, book study, webinar, etc.)

PPLC

Sep 1, 2017 to Sep 9, 2017

Agendas

Not started

**ILT, Instructional practices, Curriculum, Pplc**

Beginning year two, conduct peer observations with a focus on differentiation strategies. Teachers will be responsible for completing one peer observation for each of the first three quarters focused on differentiation.

Teachers

Sep 1, 2017 to Apr 30, 2018

Feedback form

Not started

**Instructional practices, Curriculum, Differentiated instruction, Collaboration**

One grade-level/subject area meeting for each of the first three quarters will be devoted to peer sharing of lesson/unit plans for feedback on differentiation techniques implemented.

Teachers

Sep 1, 2017 to Apr 28, 2018

Agendas

Not started

**Instructional practices, Curriculum, Differentiated instruction, Collaboration**

Differentiation will be evidenced in lesson plans, unit plans and REACH observations. Lesson plans must contain WIDA standards and language objectives for classes with ELs, and appropriate accommodations and modifications for classes with diverse learners.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans, Unit Plans and REACH Observations

Not started

**Diverse Learners, English Learners, Curriculum, Differentiated instruction**

Technology teacher will share computer science and computational thinking presentation with teachers during 2 professional development days per year.

Technology Teacher

Sep 1, 2016 to Jun 30, 2018

PD Agendas

Not started

**Technology, Curriculum, Professional development**

Pending budget approval, hire a math coach and maintain our reading coach.

Administration

Jul 1, 2016 to Aug 30, 2016

Staffing

Not started

**Instructional Coaching, Budget, Administration, Academic supports**

**Strategy 4**

If we do...

a better job of developing students' interpersonal and organizational skills to build relational trust between teachers and students, as well as students with each other, using 2nd Step and health curriculum

...then we see...

students who are more prepared for learning, less stressed and kinder to others

...which leads to...

a more effective learning environment with more students moving towards career and college readiness which is measured by improvement on on the 5 Essentials Peer Support For Academic Work (Students Demonstrate Behaviors That Lead To Academic Achievement), moving from low neutral to strong.

Tags:

Area(s) of focus:



Action step	Responsible	Timeframe	Evidence for status	Status
Identify key grade-levels where students need additional supports in terms of increased executive functioning skills, as certain grade-levels require more than the previous grade-levels.	Coaches and Administration	Jul 1, 2016 to Jun 29, 2018	Feedback form	Not started

**Coaching, Administration, Executive functioning**

Develop parent-school partnerships that help parents develop skills for assisting their children at home and open a productive line of communication between home and school.	Faculty and parents	Sep 1, 2016 to Jun 29, 2018	Agendas	Not started
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**Communication, Executive functioning**

Improve implementation of Second Step at all grade-levels and help all staff to learn key concepts of the program. Teachers will share the responsibility in the upper grades so that students hear the message from several adults in the building.	Administration, counselor, and teachers	Sep 1, 2016 to Jun 30, 2018	Agendas	Not started
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**Climate and Culture, Executive functioning, Second step**

Use the arts to promote appropriate ways of communicating with peers and adults i.e. skits, songs, etc.	Fine Arts Teachers	Sep 1, 2016 to Jun 29, 2018	Programs	Not started
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**Arts, Climate and Culture**

Action Plan

District priority and action step	Responsible	Start	End	Status
<p><b>+</b> Coaches will build capacity with regard to assessment through professional development including workshops and professional readings</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Assessment, ILT</p>	Coaches and Admin	Jul 1, 2016	Sep 30, 2016	Not started
<p><b>+</b> Instructional coaches will collaborate with teachers biweekly during grade level meetings to review reading and math curriculum maps.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Assessment, ILT</p>	Instructional coaches and grade-level teams	Oct 13, 2016	Jun 30, 2017	Not started
<p><b>+</b> Teachers will use the criteria in order to begin to craft and administer quality, balanced assessments.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Curriculum, Assessments</p>	Homeroom teachers	Jan 2, 2017	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Coaches document assessments being administered quarterly. Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Assessments, Accountability</p>	Coaches	Sep 1, 2016	Jun 30, 2017	Not started
<p>✦ End of year one share school-wide plan. Entire instructional team will meet to discuss and develop vertical alignment. Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Curriculum Design, ILT, Curriculum, Assessments</p>	Instructional team	Jun 1, 2017	Jun 30, 2017	Not started
<p>✦ Develop implementation plan at beginning of year two to inform all teachers for whole school alignment. Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, ILT, Curriculum, Assessments</p>	Coaches	Aug 1, 2017	Sep 29, 2017	Not started
<p>✦ Every quarter of year two, coaches will review and revise implementation plan with teachers. Tags: MTSS, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, ILT, Curriculum, Assessments</p>	Coaches and teachers	Sep 1, 2017	Jun 30, 2018	Not started
<p>✦ All teachers utilize a 60 (assessments), 30(classwork), 10(homework) category balance for Gradebook. This might be different for resource teachers. Tags: Diverse Learners, English Learners, Assessment, Intervention, Data Use, Curriculum, Academics, Assessments, Gradebook, Balanced grading and assessment</p>	All teachers	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Start year two by looking at philosophy of grading and align to assessment. Determine what should go in a grade for each grade-level and subject. Tags: Diverse Learners, English Learners, Assessment, Intervention, Data Use, Assessments, Balanced grading and assessment</p>	All teachers	Sep 1, 2017	Oct 2, 2017	Not started
<p>✦ Assessment committee under the guidance of administration and instructional coaches will craft a plan to inform parents regarding how their children will be assessed. Work to change mindset of staff and parents to understanding that grades represent what students know and not their work habits, efforts and relationships. Tags: Diverse Learners, English Learners, Assessment, Intervention, Data Use, ILT, Assessments, Balanced grading and assessment, Administration</p>	Teachers	Sep 1, 2017	Sep 29, 2017	Behind
<p>✦ Analyze and understand how the scores entered in Gradebook produce a final grade. This will lead to an understanding of how the grades entered indicate level of mastery of standards. This will be accomplished through professional development for Stone teachers led by Stone teachers who are Gradebook master users. Tags: Diverse Learners, English Learners, Assessment, Intervention, Data Use, ILT, Gradebook, Balanced grading and assessment, Administration</p>	Teachers and admin	Nov 1, 2016	Dec 30, 2016	Not started
<p>✦ At the end of the second CIWP year grade-levels/ subjects will collaborate to align grading vertically. Tags: Diverse Learners, English Learners, Assessment, Intervention, Data Use, ILT, Curriculum, Balanced grading and assessment, Vertical articulation, Vertical alignment</p>	Teachers	May 1, 2018	Jun 29, 2018	Not started
<p>✦ Assessment team, led by instructional coaches, will organize one meeting a quarter dedicated to assessment techniques for differentiated instruction, ESL and Diverse Learner support. These meetings will begin the 3rd quarter of the first year. Tags: Diverse Learners, English Learners, Assessment, Intervention, Data Use, Diverse Learners, English Learners, ILT, Curriculum, Balanced grading and assessment</p>	Coaches and PPLC	Feb 1, 2017	Jun 29, 2018	Not started
<p>✦ Devote half a day of opening PD year two to differentiation strategies. PPLC team will determine the format of this PD (presentation, article review, book study, webinar, etc.) Tags: MTSS, English Learners, Assessment, Curriculum Design, Intervention, Data Use, ILT, Instructional practices, Curriculum, Pplc</p>	PPLC	Sep 1, 2017	Sep 9, 2017	Not started
<p>✦ Beginning year two, conduct peer observations with a focus on differentiation strategies. Teachers will be responsible for completing one peer observation for each of the first three quarters focused on differentiation. Tags: MTSS, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Instructional practices, Curriculum, Differentiated instruction, Collaboration</p>	Teachers	Sep 1, 2017	Apr 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ One grade-level/subject area meeting for each of the first three quarters will be devoted to peer sharing of lesson/unit plans for feedback on differentiation techniques implemented.</p> <p>Tags: MTSS, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Instructional practices, Curriculum, Differentiated instruction, Collaboration</p>	Teachers	Sep 1, 2017	Apr 28, 2018	Not started
<p>✦ Differentiation will be evidenced in lesson plans, unit plans and REACH observations. Lesson plans must contain WIDA standards and language objectives for classes with ELs, and appropriate accommodations and modifications for classes with diverse learners.</p> <p>Tags: MTSS, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Diverse Learners, English Learners, Curriculum, Differentiated instruction</p>	Teachers	Sep 1, 2016	Jun 29, 2018	Not started
<p>✦ Technology teacher will share computer science and computational thinking presentation with teachers during 2 professional development days per year.</p> <p>Tags: MTSS, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Technology, Curriculum, Professional development</p>	Technology Teacher	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Pending budget approval, hire a math coach and maintain our reading coach.</p> <p>Tags: MTSS, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Instructional Coaching, Budget, Administration, Academic supports</p>	Administration	Jul 1, 2016	Aug 30, 2016	Not started
<p>✦ Identify key grade-levels where students need additional supports in terms of increased executive functioning skills, as certain grade-levels require more than the previous grade-levels.</p> <p>Tags: Behavior and Safety, Climate and Culture, School climate, Culture of learning, Executive functioning, Student achievement, Coaching, Administration, Executive functioning</p>	Coaches and Administration	Jul 1, 2016	Jun 29, 2018	Not started
<p>✦ Develop parent-school partnerships that help parents develop skills for assisting their children at home and open a productive line of communication between home and school.</p> <p>Tags: Behavior and Safety, Climate and Culture, School climate, Culture of learning, Executive functioning, Student achievement, Communication, Executive functioning</p>	Faculty and parents	Sep 1, 2016	Jun 29, 2018	Not started
<p>✦ Improve implementation of Second Step at all grade-levels and help all staff to learn key concepts of the program. Teachers will share the responsibility in the upper grades so that students hear the message from several adults in the building.</p> <p>Tags: Behavior and Safety, Climate and Culture, School climate, Culture of learning, Executive functioning, Student achievement, Climate and Culture, Executive functioning, Second step</p>	Administration, counselor, and teachers	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Use the arts to promote appropriate ways of communicating with peers and adults i.e. skits, songs, etc.</p> <p>Tags: Behavior and Safety, Climate and Culture, School climate, Culture of learning, Executive functioning, Student achievement, Arts, Climate and Culture</p>	Fine Arts Teachers	Sep 1, 2016	Jun 29, 2018	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

#### Parent Involvement Policy

Not 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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

#### 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)

(Blank)

#### Parent Compact

Not 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.)

(Blank)

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.

(Blank)

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

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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

(Blank)

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).

(Blank)

Parent Budget

Not 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.

(Blank)

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .00
54125	<b>Consultants</b> 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	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	<b>Reimbursements</b> 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	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> 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

