



James N Thorp Elementary School (/school-plans/427) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/15/2016	TEAM	SEF
04/05/2016	TEAM	SEF
04/26/2016	TEAM	
05/10/2016	TEAM	
05/24/2016	TEAM	
06/07/2016	TEAM	

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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The Essential Performance Score for Effective Leaders on the 2015 Five Essential Survey was 32-Less Implementation. Because of this Second Step and CHAMPS programs have been implemented to create a positive school culture and climate where all stakeholders feel safe. The My Voice, My School Survey rating is partially organized for the previous school year. The results revealed that leadership and safety were of high concern for all stakeholders. Because of this a school wide handbook was created for parents, teachers, students which addresses expectations based on the vision and mission of the school. The standards focus on upholding the collective responsibility for each expectation. There is no tool created to monitor the implementation of Second Step and CHAMPS.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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The ILT meets on a monthly basis. The meetings focus on School wide data using the Dashboard system. The goal for the ILT Team is consistently monitor school wide data and began to evaluate current school practices to make decision on program effectiveness. The ILT identified that attendance was a school wide issue that wasn't specific to a grade level. The Primary ILT teachers lead the primary team in creating a K-2 incentive based attendance plan. The plan was monitored by classrooms teachers while taking daily attendance. For every day the each classroom had 100% attendance the teacher would fill in a chart outside of their classroom. The chart spelled out the word ATTENDANCE. After 10 days of perfect attendance for each class the students would receive a prize. The K-2 attendance incentive program is effective because in those classrooms we have seen an average attendance increase by 4% which is leading our school wide attendance to be 1.5% higher than it was during the previous school year. The ILT team's goal is to use the same systems used to develop the primary plan and roll out school wide. However, there were challenges with the implementation being consistent for the 3-8th grade classes. The solution was to create a school wide 95% or more incentive that is monitored daily.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

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The classroom teachers attend professional development every Tuesday for one hour each. After reviewing previous evaluation data and current observation data at the beginning of the school year, REACH data suggests that our teachers needed professional learning for Domain 3. The school's PD plan focuses on instructional practices. We utilize Better Learning through Structured Teaching by Fisher and Frey as our professional read. Each week we focused on a specific area of the Optimal Learning Model. Teachers scripted their lesson plans with more detail for each focus area (Focused Instruction, Guided Instruction, and Independent Practice) so that they could present it at the meetings and receive feedback from their peers. We then conducted peer observations using a graphic organizer to gather evidence of Focused Instruction and Guided Practice. After the peer observations the teachers were given an opportunity to collaborate and offer constructive feedback based on their learnings in effort to improve instructional practices. Administration is monitoring the overall practice through data from REACH observations and informal classroom check in visits.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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School resources are aligned to school priorities. We identified school priorities based on SQRP data. Our NWEA/MAP showed that our school wide Math data was not making adequate progress and was below benchmark at all grade levels. After surveying teachers they stated that they hadn't had a consistent math resources in several years. Because of this the ILT reviewed three recommended 'curriculum' sets and selected the Go Math series to be purchased for all K-8 classrooms to be utilized as a resource for instruction according to our Network pacing guide. The use of the materials are monitored through lesson plan review, classroom check ins, and DOK task analysis during Teacher Team Meetings. Attendance is a high priority. The previous year attendance was 91% which is 4% below the CPS 95% benchmark expectation. Because of that we hired a miscellaneous staff member that spends 4 hours each day calling parents, visiting homes, speaking with our partner Knock and Midnight, organizing Attendance Incentives, sending home correspondence to parents of students with tardies and absences. Every Monday, the Attendance Coordinator meets with administration to discuss the YTD attendance and the Next Steps for the week. The current YTD attendance is 92.47% which is over 1% higher than the previous school year.

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

Curriculum:

Score

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

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The Network 12 Pacing Guide/Curriculum map is utilized for ELA and Math Core Instruction. All students including Diverse Learners and Bilingual students are engaged in CCSS at benchmark during Core Instruction. During Small Group Instruction, teacher design lessons based on the students needs utilizing the Learning Continuum and the aggregated classroom heat maps to determine the CCSS focus for each group. Teachers create on Stride Academy weekly quizzes that are aligned to Core Instruction and weekly quizzes aligned to small group instruction. The weekly quizzes are reviewed by the teacher and if 80% or more of the students in the classroom do not achieve mastery, the teacher provides additional time to re-teach and re-assess to students. Our school wide classroom data shows that the majority of the students that have the reteaching and retake opportunity receive a passing grade on the second quiz. The ILT reviews lesson plans to ensure that teachers planning aligns to the standard curriculum. DOK 1-4 levels of tasks are required for students to be engaged in. Classroom observations and tasks analysis during teacher team meetings provided evidence that 90% of the time students are engaged in DOK 1 and 2 tasks in ELA and Math Instruction.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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

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Ambitious Instruction received a score of 62 (More implementation) on the 2015 Five Essentials survey while Supportive Environment received a score of 39. The IIT began an asset map of instructional materials that the teachers and students had access to for instruction (both core and small group). We identified the need for more tangible resources for math that aligned to the CCSS. We purchased the Go Math series for all grade levels and Diverse Learner classes. The classroom teachers utilize Go Math as the primary resource for math materials and use Engage New York and other online resources to supplement. The Diverse Learner classroom teachers modify the Go Math materials or create their own materials based on the Standard and the students ability to communicate and/or respond to the tasks. Our Low Incident Diverse Learner teachers utilize many picture cues and scripts to guide students through the tasks they are engaged in. Teachers submit lesson plans weekly which list the materials and resources that will be used during core and small group instruction. For ELA teachers use the Wonders series for grades K-5 as a primary resource for instruction. The teachers supplement according to the Standard and students needs. 20% of the teachers are familiar with Safari Montage and Mobi Max and use them as instructional resources. Stride Academy is used during small group instruction and also as a resource to develop quizzes and assessments for grades K-8.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

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Student tasks are monitored for all grade levels during ILT meetings, teacher team meetings, and by administration weekly. 2015 SQRP Performance indicators show Reading Growth on NWEA MAP for grades 3-8th are at 78% and 75% for African Americans. Math Growth is 63% overall and 48% for African Americans. Our Growth Percentage is 62% of students making target growth. However, Attainment for 2nd grade is 1% for ELA and Math. Attainment for 3rd -8th grade was 19% for ELA and 10% for Math. Growth on ACCESS score is 23.5% of students making target growth. The ILT planned to conduct quarterly internal learning walks, but only conducted one during the second quarter. Peer observations were conducted for 5 classroom teachers. Both the observations and walkthrough focused on the Gradual Release of Responsibility Instructional Model which included focusing on student tasks. We utilized the Depth of Knowledge Framework to determine the quality of tasks that our students were engaged in during the Walk throughs and peer observations. Professional Development throughout the school year provides opportunities for teachers to analyze each other tasks according to the DOK model and provide feedback to increase the rigor when needed. Although all tasks in the classroom are standards based they do not always go beyond DOK level 2 for 90% of our classrooms.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

The school counselor surveyed the middle school students to develop counseling session topics that prepare students for High School/College and Career. Such topics were mentoring, college visits and handling stress. The counselor conducted a high school fair with 6 high schools from CPS present. She developed a partnership with the YMCA which conducts weekly mentoring sessions with the middle school students. The counselor had the students visit two high schools this year and the eighth graders will do one college tour. We have no created way of monitoring effectiveness of the practice and plan to make it a priority in the upcoming school year.

Guide for Transitions, College & Career Access & Persistence

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

- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

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

2015 SQR Performance indicators show Reading Growth on NWEA MAP for grades 3-8th are at 78% and 75% for African Americans. Math Growth is 63% overall and 48% for African Americans. Our Growth Percentage is 62% of students making target growth. However, Attainment for 2nd grade is 1% for ELA and Math. Attainment for 3rd -8th grade was 19% for ELA and 10% for Math. Growth on ACCESS score is 23.5% of students making target growth. The adopted instructional model is the Optimal Learning Model which focuses on the Gradual Release of Responsibility through Focused Instruction, Guided Instruction, and Independent Practice. Teachers model the lesson, have students actively engage in the lesson with support from the teacher and then engage in the lesson with no teacher support either independently or in groups. Check-in observations by administration revealed that 85% of the teachers struggle with following the ELA and Math instructional block with fidelity. Check-in visits, peer observations, learning walks, and REAH observations connect the school wide trend for Domain 3a and 3b as being the school wide area of need for instructional practices. The ILT has triangulated data from Attendance, Progress Monitoring, and NWEA/MAP and determined that attendance and instruction for particular classrooms had an overall effect on student attainment and growth. This data is shared with staff both in groups according to grade level and individually. The teachers create goals for themselves and follow up visits are done to monitor by administration.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.

- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

MTSS for Attendance include the following: The Primary ILT teachers lead the primary team in creating a K-2 incentive based attendance plan. The plan was monitored by classrooms teachers while taking daily attendance. For every day the each classroom had 100% attendance the teacher would fill in a chart outside of their classroom. The chart spelled out the word ATTENDANCE. After 10 days of perfect attendance for each class the students would receive a prize. The K-2 attendance incentive program is effective because in those classrooms we have seen an average attendance increase by 4% which is leading our school wide attendance to be 1.5% higher than it was during the previous school year. The ILT team's goal is to use the same systems used to develop the primary plan and roll out school wide. However, there were challenges with the implementation being consistent for the 3-8th grade classes. The solution was to create a school wide 95% or more incentive that is monitored daily. MTSS for SEL includes all classes providing instruction using the Second Step curriculum every Monday during the Social Science block. There is currently no system to measure the impact the SEL curriculum is having for grades K-5. Grades 6-8th input data that is reviewed by their team weekly. However, there is no evidence of effectiveness when looking at the Suspension and Detention data. The ILT has determined that the low effectiveness impact is do to the programs not being implemented with fidelity by the classroom teacher. Therefore, teachers are including the Second Step lesson in their lesson plans beginning the fourth quarter. For students that have been identified by teachers or parents that are in need of more SEL supports, school team members have weekly or twice weekly small group sessions on specified topics such as bullying, coping with stress, etc. MTSS for academics include Core Instruction at Benchmark, small group instruction per each students' needs, and for bilingual students in grades 3-7 and all 3rd grade students receive a Tier 3 intervention for ELA which is System 44. System 44 progress is monitored by the instructors and data is shared with administration weekly. The K-2 teachers utilize the Leveled Literacy Intervention (LLI) to provided teacher literacy intervention.

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	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1 2 3 4

Classroom teachers utilize the following categories to grade students: Quizzes 25%, Assignments 20%, Homework 15%, Class Participation 10%, and Exams 30%. Each week students receive a quiz, assignment and homework grade for each standard taught. There is currently no system of monitoring and implementing a plan to ensure valid classroom participation grades are measured and inputted. Teachers create their weekly quizzes for core instruction and small group instruction using Stride Academy. Teachers create their 5 week assessments for Core Instruction and Small group instruction using Stride Academy. Teachers submit their quizzes each week prior to submitting the lesson plans. The teachers use the quizzes to guide their lesson planning to ensure they teach the skill and strategies for each Standard that the quiz addresses. Administration reviews the quizzes and conducts weekly grade book checks to monitor student progress. The teachers submit their 5 week assessments every five weeks and creates them by reviewing the Network Pacing Guide, classroom instruction, student performance on weekly quizzes to determine the depth and the breadth of each Standard and the types of questions to put in the assessment to ensure DOK 1, 2, 3, and 4 questions are included. Diverse Learner and EL learners participate in the same grading practices and are adjusted according to their IEP goals and grading scale. For all quizzes and assessments students are provided the opportunity to have a retake if less than 80% of the class shows mastery. Four teachers currently allow all students to retake regardless of the overall class mastery. Administration monitors teacher gradebooks weekly which gives a clear picture as to how successful our students are academically. All teacher gradebooks generally follow the expected guidelines, with the exception of two teachers. It was discovered that one teacher had students that received nothing below a C in Reading and Math, Upon further review of weekly and 5 week assessments by the teacher administration discovered that the assessments and quizzes were much easier and not always aligned to the weekly instruction.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Behavioral and Academic Norms were established by the ILT and shared with the remaining staff and students. Implementation is not consistent across each classroom with multiple sources of evidence show grades 6-8th inconsistencies. In two classes consistently require students are expected to submit work on time with specified criteria using a rubric while other classes have no rubric or specified grading criteria. One teacher developed a practice of not giving grade lower than a C to all students. Collaborative Teachers received the score of 32 on the five essentials survey which indicates that more time and opportunity is needed for teachers to collaborate and conduct peer observations to help develop Domain 2b.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

According to the 5 Essential Survey Data Supportive Environment received a score of 39 and Collaborative Teachers received a score of 32 which means relational trust is a high priority. Feedback from school security, administration and school staff through informal observations noted that 20% of our teachers and staff take the time to provide students and other staff members personal time to have conversations when situations arise when its warranted. When conflict arises for the primary students 2 teachers were identified as someone the students would be willing to share with. All intermediate grade teachers were identified as teachers students would go to and believe reflect genuine warmth and caring. 1 out of 4 middle school teachers were identified to exhibit these behaviors towards students. The Security/Dean and Assistant Principal review misconducts weekly and have discovered that 90% of the misconducts are coming from the same classrooms. Those same classrooms were identified by administration as classrooms that lack relational trust according to REACH observation data. The adult concerns and complaints that have been brought to administration attention are from the same teachers that are identified with writing the student misconducts. Feedback is provided through small group counseling and discussion session for students with the school counselor, security dean, and/or administration. Administration then decides if meeting with the student(s) and teacher (s) is needed. Both security officers have a mentor group that they meet with weekly. The established method of monitoring progress and effectiveness of the students is looking at misconduct data for each student, speaking with the classroom teacher, and allowing students time to share out.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Extracurricular activities that are available to all students are as follows: Football, Basketball, Volleyball, AfterSchool tutoring, Saturday School, After School Columbia College Arts Programs, Art Therapy, Hip Hop Dance. Students don't have input in which activities will be offered however for the Hip Hop Class they were able to elect to attend in lieu of one library media class session and were not required. The Low Incident Diverse Learners ride the bus home which prevents them in participating in activities that go beyond the school day. The Low Incident Diverse Learners participate in programs during the school day such as Buddy Baseball.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

On the Five Essentials Survey Supportive Environment received a score of 13 for Safety which is the lowest score in the Supportive Environment category. Utilizing that data and data collected from conversations with students and staff, the administrative team and staff created school wide bathroom break schedules to minimize the opportunity for students to roam the hallways and potentially create an unsafe situation for someone else. 60% of classroom teachers have effective procedures for grouping, collecting and distributing materials, and use conversation starters so that student discussion remains respectful. Students that don't meet the expectations of the classroom teacher either receive a visual reminder which teachers use charts and graphs for students to be able to move their name/pin/card to various levels depending on their behavior. For example one Diverse Learner teacher has a chart that has 8 levels for students to achieve. Every student knows what the expectation is and can tell you where they are at any given point in the day and why. Students also understand that they have the opportunity to redeem themselves from the inappropriate behavior. 40% of the classroom have inconsistent implementation of effective procedures which contributes to student misbehavior that effects the overall classroom environment.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score
1 2 3 4

All classroom teachers were trained on the CHAMPS classroom management system. Implementation has been measured through check in visits and 60% of the classrooms have evidence of the CHAMPS expectations for their classrooms. When misconducts occur, all teachers keep documentation of the behavior and are required by administration to complete a restorative sheet that outlines what attempt they made to restore the situation and it's effectiveness. Five teachers follow the expected procedure and effectively restore the situation without any further out of classroom consequences. According to Verify data and daily observations, 40% of the classrooms do not have the Tier 1 or Tier 2 CHAMP expectations implemented in their classroom. When referrals come from those classrooms the Security/Dean meets with those teachers and students to remediate/restore the issue and assign appropriate consequences if warranted. The school Security/Dean conducts In School Suspension every Friday for students that conduct Group 2-4 behaviors during the week after receiving a detention for the same behavior. The Security/Dean meets daily with groups of students to identify the root cause of particular re-occurring behaviors and parents attend the meetings when needed.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

Involved Families received a neutral score of 41 on the Five Essentials Score. To encourage greater parent partnerships the school sends home a weekly Newsletter highlighting information for the week including student events and activities. The newsletter is also used to spotlight student and school achievements. There are monthly PAC and BAC meetings where parents have the opportunity to have input on topics for them to be engaged in during the meeting. The school has a partnership with Strategic Learning and once that partnership was developed the last PAC meeting doubled in attendance from the previous meetings. Agenda topics for BAC and PAC meetings that are offered are: How to plan for college and seek financial assistance, How to Cope with Stress, and How to help your child with Math. The BAC conducts Taffy Apple fundraisers to get additional funding for the program. So far the BAC has raised \$500 to support the program. Translators attend each meeting so that all of our families are able to actively engage during the meetings. Administration documents all parent concerns and meet with the staff to address the specific concerns. 70% of parents attended the Quarter 1 report card pick up which included opportunities to sign up for the medical van, parent portal, enter a raffle, meet the new administration, and meet with the classroom teachers. 100% of the PreK parents attended report card pick up for Quarter 1 which had not occurred in at least 10 years according to the teacher.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

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

1	2	3	4	5	⊗

3 Expectations for Quality & Character of School Life: Parent Partnership

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

3 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	62.00	78.00	(Blank)	(Blank)
National School Growth Percentile - Math				
(Blank)	8.00	63.00	(Blank)	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	50.10	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Reading				
(Blank)	57.00	75.00	(Blank)	(Blank)
Hispanic Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
(Blank)	82.00	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Math				
(Blank)	7.00	48.00	(Blank)	(Blank)
Hispanic Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Math				
(Blank)	44.00	(Blank)	(Blank)	(Blank)
National School Attainment Percentile - Reading (Grades 3-8)				
(Blank)	10.00	19.00	(Blank)	(Blank)

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

(Blank)	3.00	10.00	(Blank)	(Blank)
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	2.00	1.00	(Blank)	(Blank)
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National School Attainment Percentile - Math (Grade 2)

(Blank)	7.00	1.00	(Blank)	(Blank)
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% of Students Making Sufficient Annual Progress on ACCESS

The team determined the goals for the two academic years because students will be provided more support by the Bilingual and EL teachers in and outside the classroom. Parent workshops conducted by the BAC committee will provide instructional strategies to parents that they can utilize at home with their children. The Bilingual teacher will provide PD to all classroom teachers on supporting Language Acquisition strategies that can be implemented in all classroom settings for all subject areas.	45.00	23.50	28.00	32.00
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Average Daily Attendance Rate

The Team determined the goals for the two academic years because we are currently seeing improved student attendance with the implementation of a student attendance incentive plan. The plan was developed and implemented after Week 17 when the YTD school attendance dipped to 85.59% YTD. Will there are ebbs and flows in attendance rates week to week the YTD attendance has held over 90% since promoting the attendance plan.	91.60	92.10	94.00	95.00
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My Voice, My School 5 Essentials Survey

The goal for the 2016-2017 and 2017-2018 school year is to maintain the current 5 Essentials Survey status of Well Organized. The Collaborative Teacher essential metric received a rating of moderately organized. Our top CIWP framework priority outlined in this CIWP plan centers around building and enhancing the Instructional Leadership Team (ILT) which will in turn build a foundation of teacher collaboration which will have a positive impact on this component of the 5 Essentials.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

Implement the CHAMPS program school-wide consistently.

...then we see...

Teachers and students establish and implement positive approaches to discipline with established high expectations and guidelines for student success. We will see CHAMPS posters in every classroom and throughout the school in common spaces. We will hear teachers and staff referring to the expectations during transition, instruction, and school wide movement (for each activity during the school day in and out of the classroom). Students will follow the standards of conduct and self-monitor their behaviors. Classroom and school wide incentives to promote positive behavior. Restorative conversations when student behavior doesn't meet expectations. Staff and students using common language around


...which leads to...

At least 85% of the student population will be successful with Tier 1 behavior supports, 10% of the student population will be successful with Tier 1 and Tier 2 behavior supports, and 5% of the student population will be successful with Tier 1, Tier 2, and Tier 3 behavior supports which will lead to a positive school culture and improved student performance. There will be a universal understanding of expectations in all school areas. There will be an improved feeling of safety throughout the school which will be reflected in a Well Organized Rating by parents and students on the 5Essentials survey.

school wide expectations. Students will meet and exceed clear expectations for transitions in an out of the classroom. Teachers and school staff will teach, model, and reinforce clear and safe behavior for all school areas.

Tags:
Behavior supports, Culture and climate, Classroom environment

Area(s) of focus:
3, 5

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Quarterly CHAMPS Professional Development for all staff	Social Emotional Learning Team	Sep 6, 2016 to Jun 26, 2017	N/A at this time. Implementation will begin Fall of 2016.	Not started
Collect and analyze school-wide data via formal and informal observations, discussions with students, teachers and staff, and review of misconduct reports.	ILT	Sep 1, 2016 to Jun 23, 2017	N/A at this time. Implementation will begin Fall of 2016.	Not started
Create school-wide CHAMPS guidelines for success and establish classroom expectations that are aligned to the school-wide guidelines for success.	ILT, classroom teachers	Sep 1, 2016 to Sep 30, 2016	N/A at this time. Implementation will begin Fall of 2016.	Not started
Provide additional support for the teachers that are struggling with implementing CHAMPS consistently	CHAMPS Coach	Sep 5, 2016 to Jun 1, 2017	N/A at this time. Implementation will begin Fall of 2016	Not started
Teachers will submit classroom routines/procedures plans	Classroom teachers	Sep 1, 2016 to Sep 30, 2016	N/A at this time	Not started
Plans				
Implement efficient schedules for all instructional and non-instructional student programming throughout the school day	Administration and classroom teachers	Sep 1, 2016 to Jun 17, 2017	N/A at this time. Implementation will begin at the start of the school year	Not started
Create a universal process for office referrals around student behavior to be followed by all school staff	Administration and SEL Committee	Sep 1, 2016 to Jun 16, 2017	This will begin at the start of the next school year	Not started
Utilize all school staff strategically to supervise students before, during, and after school.	Administration and staff	Sep 1, 2016 to Jun 16, 2017	This will begin at the start of the next school year	Not started
Implement efficient schedules for all instructional, and non-instructional student programming throughout the school-day.	Administration	Sep 1, 2016 to Jun 16, 2017	This will begin at the start of the next school year	Not started

Utilize all school staff strategically to supervise students at school (before, during, and after school hours).	Administration and staff	Sep 1, 2016 to Jun 16, 2017	This will begin at the start of the next school year	Not started
Create a universal process for office referrals around student behavior, to be followed by all school staff.	Administration and SEL team	Sep 1, 2016 to Jun 16, 2017	This will begin at the start of the next school year	Not started

Strategy 2

If we do...

Implement the Second Step program in all classrooms to promote positive culture and climate

...then we see...

Children learning SEL in a variety of ways. Adults modeling appropriate behaviors for students. SEL being taught explicitly in the classroom, in much the same way math or reading is taught:
 The teacher explains a concept with words, pictures, video, and/or audio.
 Students practice the concept with skill practice, group discussion, individual writing, or partner work.
 The teacher continues reinforcing the concept throughout the week.
 The teacher sends information home for students to work on with parents.
 The teacher checks for understanding and
 The teacher re-teaches where necessary.

...which leads to...

decreased problem behaviors and increased whole-school success through the promotion of self-regulation, safety and support. Improved conflict resolution between students, students and teachers, and students and parents then decrease the number of misconducts and students suspensions (both in and out of school). As evident in the CPS Verify system.

Tags:

Behavior supports, Second step, Classroom environment

Area(s) of focus:

3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Provide all classroom teachers with second step materials	Administration	Jun 1, 2016 to Sep 2, 2016	10/13 classroom teachers have kits already. All teachers will need kit to implement the program.	Behind

Second step, Instructional resources

Provide instructional schedule for implementation of the second step curriculum.	Administration	Aug 26, 2016 to Sep 30, 2016	N/A at this time. Implementation will begin Fall of 2016.	Not started
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Scheduling

Collect and analyze school-wide data via formal and informal observations, discussions with students, teachers and staff, and review of lesson plans.	ILT, Administration	Sep 5, 2016 to Jun 30, 2017	N/A at this time. Implementation will begin Fall of 2016.	Not started
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Data analysis, Classroom observations

Incorporate Second Step activities to engage and educate parents during 4 of the BAC and/or PAC meetings.

BAC and PAC chairpersons

Sep 1, 2016 to Jun 9, 2017

(Blank)

Not started

Strategy 3

If we do...

Utilize all school staff strategically to supervise students at school (before, during, and after school hours).

...then we see...

Consistent schedules for monitoring duties for all staff (teachers, SECAS, security, clerks and parent volunteers). One security officer will serve in the role of a Dean 3 of 5 schooldays each week. The Dean will implement restorative approaches to student behavior, and oversee after-school detentions, in school suspension program, and collaborate with the Assistant Principal on the out of school suspension process. Arrival and dismissal procedures will be in place: all bus students will arrive and be dismissed from designated areas of the auditorium. Non-bus students will have designated areas to line up (in auditorium for inclement weather days, outside breeze-way for non-inclement weather days) for arrival. All non-bus students will be dismissed out of breezeway by classroom teachers.

...which leads to...

Clear expectations for staff and students of routines and procedures in all areas of the school throughout the day. There will also be a clear procedure of the enforcement of behavioral consequences, leading to minimal disruption to learning due to misbehavior and maximized learning and student performance. There will be a reduction in unsupervised student transitions within the building (students walking to class late, students roaming halls, etc.) The procedures enforced by a Dean will lead to reduced out-of-school suspensions and increased attendance rates.

Tags:

Attendance, Behavior and Safety, Scheduling, Supervision, Restorative practices

Area(s) of focus:

5, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Assign one security officer to dean duties 3 of 5 days each week.	Administration	Sep 2, 2016 to Sep 16, 2016	N/A	Not started
Dean will oversee After-School Detention, In School Suspension Programs	Security Officer/Dean	Sep 2, 2016 to Jun 23, 2017	After-School detention held by security officer every Monday - Thursday from 2:45pm to 3:45pm. ISS is held each Friday.	On-Track
Suspension, Consequences				
Create schedules for monitoring duties for all staff (teachers, SECAS, security, clerks and parent volunteers)	Administration	Jun 6, 2016 to Jul 29, 2016	N/A	Not started
Scheduling				
Assign designated areas in auditorium and outside of breezeway for all classrooms. Label areas. Create CHAMPS posted guidelines for these areas.	Administration, ILT	Jun 1, 2016 to Jul 29, 2016	N/A	Not started

Set, distribute, and implement guidelines for parent volunteers and family visitors during the school-day.

Administration, security, clerk, teachers

Jul 1, 2016 to Jun 23, 2017

N/A

Not started

Strategy 4

If we do...

Implement the close reading strategy school-wide.

...then we see...

a consistent strategy being used throughout all grade levels to improve student reading comprehension skills at a higher level. Teachers will ask questions and engage students in tasks which require them to cite text evidence in discussions and written responses. Students will engage with a of complex literary and informational texts. Instruction will be scaffolded to increase students' understanding of complex texts. Students will engage in re-reading and annotating texts across subject areas. Peer Observations....monitoring....

...which leads to...

Students that are intellectually active and engaged in text discussion, debate, reflection and critical responses. Students will develop an understanding through what they do. As measured by observations of text complexity, questions students are being asked, student responses (written and oral), the collaborative discussions they have with each other, and their written responses. These components will be analyzed during our 5 week data cycles.

Tags: Literacy/Reading, Close reading, Rigorous instruction

Area(s) of focus: 4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Provide all teachers with ongoing professional development in grade-level meetings and quarterly school improvement days.	Administration, ILT	Sep 2, 2016 to Jun 23, 2017	N/A	Not started

Professional development

Observe practice and provide feedback for teachers in implementation of close reading practices.	Administration, ILT	Sep 6, 2016 to Jun 24, 2017	N/A	Not started
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Feedback, Observation

Collect and analyze data (student work and assessment data) to monitor the effectiveness of implementation of close reading school-wide.	Teachers, ILT	Sep 6, 2016 to Jul 22, 2017	N/A	Not started
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Assessment, Data analysis, Student work

Strategy 5

If we do...

Design and Implement quarterly unit plans with final performance task/project across all grade levels K-8.

...then we see...

Students engaged at higher levels of learning (DOK levels 3 and 4). Students engaged in tasks aligned to the common core state standards. Students will use a variety of texts.

...which leads to...

Students reflecting on what they have done and learned and developing a deeper understanding of the concepts/themes within the unit. This will lead to higher student achievement and improved performance on informal and formal assessments.

Tags:
Depth of knowledge, Unit planning, Rigorous instruction

Area(s) of focus:
4

Action step	Responsible	Timeframe	Evidence for status	Status
Provide teachers with planning time to prepare units.	Classroom Teachers	Sep 1, 2016 to Jun 23, 2017	N/A	Not started

Instructional planning

Schedule Quarterly Literacy Fair that complements the final projects of each unit.	ILT	Jun 1, 2016 to Sep 30, 2016	N/A	Not started
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Scheduling

Teachers create and assign final project for each quarterly unit. Teachers develop rubric. Students display and present their work.	Classroom Teachers, Students	Sep 5, 2016 to Jun 30, 2017	N/A	Not started
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Unit planning

Strategy 6

If we do...

Implement monthly benchmark math performance tasks across grade levels K-8

...then we see...

Students engaged in higher levels of mathematical learning. Students will be engaged with the Common Core Standards for Mathematical Practice. Students will engage in tasks that reflect the key shifts in mathematics.

...which leads to...

Students reflecting on what they have done and learned and developing a deeper understanding surrounding mathematical concepts and their real world applications. This will lead to higher student achievement and improved performance on informal and formal assessments.

Tags:
Mathematics, Rigor

Area(s) of focus:
2, 4

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will implement monthly benchmark performance task from either Go Math curriculum or MARS tasks from CPS knowledge center.	Classroom teachers	Sep 6, 2016 to Jun 23, 2017	N/A	Not started

Performance tasks

Create calendar for monthly task administration.	ILT	Jul 1, 2016 to Sep 30, 2016	N/A	Not started
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Calendar

Collect and analyze performance task data across grade bands.	Grade band teams	Sep 6, 2016 to Jun 23, 2017	N/A	Not started
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Data analysis

Strategy 7

If we do...

utilize the Gradual Release instructional Framework for ELA and Math instruction

...then we see...

purposeful shifts in the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner. Teachers effectively communicate and teach a distinct beginning, middle, and end of a lesson that involves explicit modeling and collaborative learning. Lesson Plans for ELA and Math will be formatted so that they will include outlined details for Focused Instruction, Guided Instruction and Independent Practice.

...which leads to...

Quality classroom core instruction whereas students gain greater understanding of skills and strategies to use for comprehension and problem solving. Students will be able to apply skills and strategies learned across subject areas and real life situations. This will also lead to increased student attainment in both reading and math. As seen by classroom observation data based on the Protocols developed by the Instructional Leadership Team.

Tags:

Instruction, Approaches to teaching and learning, Learning, Gradual release of responsibility

Area(s) of focus:

2, 3, 4, 1

Action step

Responsible

Timeframe

Evidence for status

Status

Provide teachers access to the book Better Learning Through Structured Teach by Fisher and Frey to serve as a resource for understanding and applying the Gradual Release of Responsibility Framework.

Administration

May 13, 2016 to May 13, 2016

Professional Development was conducted during the 2015-2016 school year

On-Track

Cycles of professional learning, Lesson planning

Adopt a school wide lesson plan format that is aligned to the Gradual Release of Responsibility Framework which which will be created and agreed upon by all teachers

Teachers

Jun 6, 2016 to Jun 21, 2016

(Blank)

Not started

Lesson plans

Conduct informal Peer Observations and provide feedback to ensure compliance and quality of instruction with using the Gradual Release of Responsibility Framework.

ILT

Sep 5, 2016 to Jun 23, 2017

(Blank)

Not started

ILT

Utilize the partnership with Strategic Learning Initiatives to provide instructional support for the Focused Instruction Process (FIP)

Strategic Learning Staff

Sep 1, 2016 to Jun 16, 2017

Will implement in the beginning of the next school year

Not started

Strategy 8

If we do...

Purchase, organize, and utilize researched based Common Core aligned instructional materials for Core and small group instruction

...then we see...

resources being used (such as the Go Math Series and the Wonders Series) to do initial Core Instruction planning and then use supplemental resources both print and online. For small group instruction, teachers using data from NWEA learning continuum, Dibels/TRC, and mclass Math to plan

...which leads to...

More student progressing towards benchmark and attainment and increased student growth targeted small group instruction as measured by 5 week Benchmark and small group assessments.

instruction using Leveled Literacy Instruction (LLI) and other progress monitoring activities

Tags:
Instructional materials, Common core state standards

Area(s) of focus:
2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Purchase Materials (print and non-print)	Administration	Jul 1, 2016 to Jun 23, 2017	Materials have been purchased and we are currently developing list of materials that are needed	On-Track

Instructional materials

Align materials to Network 12 pacing guide	Teachers	May 16, 2016 to Jun 23, 2017	We have started the process for the last quarter of the school year and will continue to do so for the first three quarters of the school year.	On-Track
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Instructional materials, Common core state standards, Teacher planning, Curriculum planning

Strategy 9

If we do...

Develop an Instructional Leadership Team that represents all relevant content areas (including Diverse Learner and Bilingual specializations)

...then we see...

Shared leadership for instructional programming, implementation, monitoring, and adjusting as needed. Regular Professional Development on research-based instructional practices, regular data analysis with actionable items, bi-weekly meetings with the use of protocols to maintain clear focus. Development of continuous improvement cycles around all subject areas.

...which leads to...

team and staff ownership of instructional practices that lead to quality instruction and vested teacher leaders

Tags:
Instructional Coaching, ILT

Area(s) of focus:
1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Survey staff/teachers to see who is interested in participating on the ILT	Administration	May 20, 2016 to Jun 10, 2016	We currently have an ILT, however the participation is inconsistent	On-Track

ILT

Notify all staff members that they have been selected to be on the ILT and conduct an organization meeting to identify each members roles	Administration	Jun 13, 2016 to Jun 20, 2016	We are developing a new team that may or may not have some of the same people that were on the previous team	Not started
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Shared leadership

Create four quarterly improvement cycles that focus on high need areas of instructional practices	ILT	Jun 20, 2016 to Sep 6, 2016	We have not started this process	Not started
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Cycles of professional learning, Rigorous tasks, Student engagement, Cycles of continuous improvement, Rigorous instruction

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ Quarterly CHAMPS Professional Development for all staff Tags: Behavior supports, Culture and climate, Classroom environment</p>	Social Emotional Learning Team	Sep 6, 2016	Jun 26, 2017	Not started
<p>✦ Collect and analyze school-wide data via formal and informal observations, discussions with students, teachers and staff, and review of misconduct reports. Tags: Behavior supports, Culture and climate, Classroom environment</p>	ILT	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ Create school-wide CHAMPS guidelines for success and establish classroom expectations that are aligned to the school-wide guidelines for success. Tags: Behavior supports, Culture and climate, Classroom environment</p>	ILT, classroom teachers	Sep 1, 2016	Sep 30, 2016	Not started
<p>✦ Provide additional support for the teachers that are struggling with implementing CHAMPS consistently Tags: Behavior supports, Culture and climate, Classroom environment</p>	CHAMPS Coach	Sep 5, 2016	Jun 1, 2017	Not started
<p>✦ Teachers will submit classroom routines/procedures plans Tags: Behavior supports, Culture and climate, Classroom environment, Plans</p>	Classroom teachers	Sep 1, 2016	Sep 30, 2016	Not started
<p>✦ Implement efficient schedules for all instructional and non-instructional student programming throughout the school day Tags: Behavior supports, Culture and climate, Classroom environment</p>	Administration and classroom teachers	Sep 1, 2016	Jun 17, 2017	Not started
<p>✦ Create a universal process for office referrals around student behavior to be followed by all school staff Tags: Behavior supports, Culture and climate, Classroom environment</p>	Administration and SEL Committee	Sep 1, 2016	Jun 16, 2017	Not started
<p>✦ Utilize all school staff strategically to supervise students before, during, and after school. Tags: Behavior supports, Culture and climate, Classroom environment</p>	Administration and staff	Sep 1, 2016	Jun 16, 2017	Not started
<p>✦ Implement efficient schedules for all instructional, and non-instructional student programming throughout the school-day. Tags: Behavior supports, Culture and climate, Classroom environment</p>	Administration	Sep 1, 2016	Jun 16, 2017	Not started
<p>✦ Utilize all school staff strategically to supervise students at school (before, during, and after school hours). Tags: Behavior supports, Culture and climate, Classroom environment</p>	Administration and staff	Sep 1, 2016	Jun 16, 2017	Not started
<p>✦ Create a universal process for office referrals around student behavior, to be followed by all school staff. Tags: Behavior supports, Culture and climate, Classroom environment</p>	Administration and SEL team	Sep 1, 2016	Jun 16, 2017	Not started
<p>✦ Provide all classroom teachers with second step materials Tags: Behavior supports, Second step, Classroom environment, Second step, Instructional resources</p>	Administration	Jun 1, 2016	Sep 2, 2016	Behind
<p>✦ Provide instructional schedule for implementation of the second step curriculum. Tags: Behavior supports, Second step, Classroom environment, Scheduling</p>	Administration	Aug 26, 2016	Sep 30, 2016	Not started
<p>✦ Collect and analyze school-wide data via formal and informal observations, discussions with students, teachers and staff, and review of lesson plans. Tags: Behavior supports, Second step, Classroom environment, Data analysis, Classroom observations</p>	ILT, Administration	Sep 5, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Incorporate Second Step activities to engage and educate parents during 4 of the BAC and/or PAC meetings. Tags: Behavior supports, Second step, Classroom environment</p>	BAC and PAC chairpersons	Sep 1, 2016	Jun 9, 2017	Not started
<p>✦ Assign one security officer to dean duties 3 of 5 days each week. Tags: Attendance, Behavior and Safety, Scheduling, Supervision, Restorative practices</p>	Administration	Sep 2, 2016	Sep 16, 2016	Not started
<p>✦ Dean will oversee After-School Detention, In School Suspension Programs Tags: Attendance, Behavior and Safety, Scheduling, Supervision, Restorative practices, Suspension, Consequences</p>	Security Officer/Dean	Sep 2, 2016	Jun 23, 2017	On-Track
<p>✦ Create schedules for monitoring duties for all staff (teachers, SECAS, security, clerks and parent volunteers) Tags: Attendance, Behavior and Safety, Scheduling, Supervision, Restorative practices, Scheduling</p>	Administration	Jun 6, 2016	Jul 29, 2016	Not started
<p>✦ Assign designated areas in auditorium and outside of breezeway for all classrooms. Label areas. Create CHAMPS posted guidelines for these areas. Tags: Attendance, Behavior and Safety, Scheduling, Supervision, Restorative practices</p>	Administration, ILT	Jun 1, 2016	Jul 29, 2016	Not started
<p>✦ Set, distribute, and implement guidelines for parent volunteers and family visitors during the school-day. Tags: Attendance, Behavior and Safety, Scheduling, Supervision, Restorative practices</p>	Administration, security, clerk, teachers	Jul 1, 2016	Jun 23, 2017	Not started
<p>✦ Provide all teachers with ongoing professional development in grade-level meetings and quarterly school improvement days. Tags: Literacy/Reading, Close reading, Rigorous instruction, Professional development</p>	Administration, ILT	Sep 2, 2016	Jun 23, 2017	Not started
<p>✦ Observe practice and provide feedback for teachers in implementation of close reading practices. Tags: Literacy/Reading, Close reading, Rigorous instruction, Feedback, Observation</p>	Administration, ILT	Sep 6, 2016	Jun 24, 2017	Not started
<p>✦ Collect and analyze data (student work and assessment data) to monitor the effectiveness of implementation of close reading school-wide. Tags: Literacy/Reading, Close reading, Rigorous instruction, Assessment, Data analysis, Student work</p>	Teachers, ILT	Sep 6, 2016	Jul 22, 2017	Not started
<p>✦ Provide teachers with planning time to prepare units. Tags: Depth of knowledge, Unit planning, Rigorous instruction, Instructional planning</p>	Classroom Teachers	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ Schedule Quarterly Literacy Fair that complements the final projects of each unit. Tags: Depth of knowledge, Unit planning, Rigorous instruction, Scheduling</p>	ILT	Jun 1, 2016	Sep 30, 2016	Not started
<p>✦ Teachers create and assign final project for each quarterly unit. Teachers develop rubric. Students display and present their work. Tags: Depth of knowledge, Unit planning, Rigorous instruction, Unit planning</p>	Classroom Teachers, Students	Sep 5, 2016	Jun 30, 2017	Not started
<p>✦ Teachers will implement monthly benchmark performance task from either Go Math curriculum or MARS tasks from CPS knowledge center. Tags: Mathematics, Rigor, Performance tasks</p>	Classroom teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Create calendar for monthly task administration. Tags: Mathematics, Rigor, Calendar</p>	ILT	Jul 1, 2016	Sep 30, 2016	Not started
<p>✦ Collect and analyze performance task data across grade bands. Tags: Mathematics, Rigor, Data analysis</p>	Grade band teams	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Provide teachers access to the book Better Learning Through Structured Teach by Fisher and Frey to serve as a resource for understanding and applying the Gradual Release of Responsibility Framework. Tags: Instruction, Approaches to teaching and learning, Learning, Gradual release of responsibility, Cycles of professional learning, Lesson planning</p>	Administration	May 13, 2016	May 13, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Adopt a school wide lesson plan format that is aligned to the Gradual Release of Responsibility Framework which will be created and agreed upon by all teachers</p> <p>Tags: Instruction, Approaches to teaching and learning, Learning, Gradual release of responsibility, Lesson plans</p>	Teachers	Jun 6, 2016	Jun 21, 2016	Not started
<p>✦ Conduct informal Peer Observations and provide feedback to ensure compliance and quality of instruction with using the Gradual Release of Responsibility Framework.</p> <p>Tags: Instruction, Approaches to teaching and learning, Learning, Gradual release of responsibility, ILT</p>	ILT	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ Utilize the partnership with Strategic Learning Initiatives to provide instructional support for the Focused Instruction Process (FIP)</p> <p>Tags: Instruction, Approaches to teaching and learning, Learning, Gradual release of responsibility</p>	Strategic Learning Staff	Sep 1, 2016	Jun 16, 2017	Not started
<p>✦ Purchase Materials (print and non-print)</p> <p>Tags: Instructional materials, Common core state standards, Instructional materials</p>	Administration	Jul 1, 2016	Jun 23, 2017	On-Track
<p>✦ Align materials to Network 12 pacing guide</p> <p>Tags: Instructional materials, Common core state standards, Instructional materials, Common core state standards, Teacher planning, Curriculum planning</p>	Teachers	May 16, 2016	Jun 23, 2017	On-Track
<p>✦ Survey staff/teachers to see who is interested in participating on the ILT</p> <p>Tags: Instructional Coaching, ILT, ILT</p>	Administration	May 20, 2016	Jun 10, 2016	On-Track
<p>✦ Notify all staff members that they have been selected to be on the ILT and conduct an organization meeting to identify each members roles</p> <p>Tags: Instructional Coaching, ILT, Shared leadership</p>	Administration	Jun 13, 2016	Jun 20, 2016	Not started
<p>✦ Create four quarterly improvement cycles that focus on high need areas of instructional practices</p> <p>Tags: Instructional Coaching, ILT, Cycles of professional learning, Rigorous tasks, Student engagement, Cycles of continuous improvement, Rigorous instruction</p>	ILT	Jun 20, 2016	Sep 6, 2016	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

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.

During monthly PAC and BAC meetings parents will have the opportunity to provide feedback and suggestions for improvement via a meeting/activity evaluation form. We will ensure that all parents will receive timely notification and invitations to all school wide events that allow parent to participate and have a voice in making school improvements.

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

The projected date of the Annual Meeting will take place on the same date as the PAC organization meeting which will be September 23, 2016. After that meeting the PAC will develop a calendar which list all meeting dates and topics. This information will be shared on the school website, on the marquee, sent home in weekly newsletter, the PAC bulletin board and on the Robo Call telephone system.

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

During first quarter of the school year, the school will host a State of the School address which will provide information about all aspects of school data and expectations. Classroom teachers will send home a classroom letter during the first week of school that is specific to each grade level. Administration will send home a copy of the parent and student handbook during the first week of school.

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

The school will respond to suggestions immediately by first acknowledging the suggestion and taking note of the suggestion. If it's something that can be addressed and solved immediately it will done if it's something that more research or information is needed for we will schedule a meeting with the parent to address the issue at a later date.

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.

We will provide ongoing communication with parents about state assessments. We will conduct a parent workshop on how to read and understand the data and what it means for their child's academic achievement/progress. Once the school receives an assessment report for each student they will be sent home immediately. Parents will be notified about the report being sent home via Robo Call.

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

The school will provide certified letters to all students in the classroom and provide two options for parents to come up and attend a meeting about what it means to not be 'highly qualified'.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The school will use a portion of each BAC and PAC (along with partnership with Strategic Learning Initiatives) meetings to address information related to academic assessments, parent portal (monitor child progress), as well as regular parent teacher conferences and administrative conferences as needed.

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

The school will create a Parent Involvement room which will house resources and technology that they can use throughout the school day to support their child's learning.

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.

Provide staff development that connects to developing parent partnership and provide resources for teachers and staff to use to assist with bridging the connection between home and school. We will also coordinate monthly parent programs that involve both parents and staff.

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.

To support our public preschool program we will support parents by having activities for them to engage in learning such as PreSchool parent day (where parents actively engage in ELA and Math instruction during two regular school days during each school year). We will provide opportunities for parents to attend educational field trips as well.

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.

We will utilize the school website, marquee, bulletin boards, robo calls and newsletters to share information related to programs. The information will be shared in both English and Spanish.

Policy Implementation Activities

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

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

N/A

Parent Compact

Complete

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

The mission of James N. Thorp School is to ensure that each child will experience optimal social, emotional, academic and physical success through a rigorous and progressive child-centered educational program in a safe and healthy learning environment while embracing our diversity and upholding high expectations for success.

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.

School wide parent teacher conferences will be held during each Report Card pick-up for each quarter. Each grade level or classroom teacher will conduct conferences as needed throughout the school year related to academic and social emotional learning.

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

The school will send home quarterly report cards, five week core instruction progress reports, Dibels/TRC/mclass Math progress monitoring reports, Sight Word mastery reports weekly, Daily/Weekly misconduct and behavior plan reports

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

Parents will be able to have scheduled meetings with teachers before and after school as their schedule permits. Parents will also be able to meet with teachers during their grade level meeting time two days out of the five days per week. Parents will be able to call teachers on the school phone, email teachers, and/or send written communication via their child (communication log). Parents will be able to access administration daily. If administration is not available the clerk will gather all needed information and administration will contact parent by the end of the school day.

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

Parents will complete the volunteer paperwork from CPS if approved they will be provided an orientation/training to find the 'best fit' for their strengths. Volunteer options include recess/lunch duty, hall monitoring, assist with classroom activities, assist with school wide events, plan field trips and class celebrations with the classroom teachers. If parents want to occasionally observe their child during instruction the parent and teacher will develop an individualized plan and seek approval from administration.

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

Parents will ensure their child arrive at school on-time and limit early dismissals. Parents will follow the classroom homework guidelines to ensure students complete and submit homework daily. Parents will use common school language and vocabulary. Parents will attend all schedule conference meetings and report card pick ups and other related school events.

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

Parents on the LSC will assist with planning budget related purchases and fundraisers. Parents will be provided opportunities to vote and participate in surveys related to decisions that effect their child's education.

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

Students will monitor their attendance daily and understand attendance percentages each month. Students will hold classmates accountable for classroom attendance. Students will apply Second Step skills to daily decision making to help motivate and develop school culture. Students will actively engage in classroom activities and self-regulate their behaviors. Students engage in and complete all assigned activities and tasks. Students will participate in school wide teams in a positive manner to promote collaborative and shared learning.

Parent Budget

Complete

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

- Goal: Increase parent involvement in school related activities
- Goal: To build relationships with school staff
- Goal: Training and activites for ELA, Math, and SEL

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 800 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00

54205	Travel	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	Reimbursements	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage	Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software	Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment	Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	1427	.00