



2016-2018 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------|--------------|-------|
|------|--------------|-------|

| | | |
|------------|--|--|
| 01/12/2016 | Alvarez, McNally, Romei, Gallagher, McGoldrick, Arredondo, Chambers, Hunt, Thaker, Battaglia, Toledo | Introduction to the new CIWP Process |
| 01/28/2016 | CCC Team | SEF Framework/ PD Plan for 2/5/16 |
| 02/04/2016 | CCC Team | Reviewed SEF Survey and Set Priorities |
| 02/05/2016 | Whole Staff | Reviewed CIWP Process, SEF Priorities, and Confirmed Initial |
| 02/23/2016 | Committee Meetings for Categories | Strategies Drafts |
| 02/26/2016 | Preliminary Review of Strategy Drafts | Review Strategies (CCC) |
| 04/06/2016 | Final Review of Strategies | Review of Strategies with Faculty |
| 04/18/2016 | Revision and Review of Literature by Administration | Administrative Team |
| 05/02/2016 | Presentation of CIWP Overview | Faculty Review of CIWP |
| 05/09/2016 | Presentation of CIWP Overview to LSC | LSC Preliminary Review |
| 05/18/2016 | Presentation of CIWP to Parent Community | Parent Review of CIWP |

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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The administration is working on setting the direction and vision of the school by helping foster consensus on a shared vision of education for our students. Inspiring a culture of collective responsibility for the success of ALL students is a primary goal for our teaching staff. Teachers and administration are working on creating a culture of trust and collective responsibility by focusing on student growth and the social emotional needs of the students and staff.

Evidence:

School's Vision and Mission are posted throughout the building, on promotional material, and the school website.
5 Essentials, REACH 4d,4e; Climate and Culture

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.

- Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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The Curriculum Coordination Committee serves the role of the ILT as the principal leadership committee. Membership on the CCC will be voluntary and at the behest of the principal. The CCC develops a consistent structure for teacher leadership that focuses on creating and implementing the theories of action that improve teaching and learning. The CCC meets monthly, with subject sub-committees meeting more or less frequently as required. CCC meetings will be a productive forum to identify challenges, collect and review evidence, exchange ideas, to address all levels of school improvement.

There is some confusion among the faculty as to the role of the CCC (ILT) and it's responsibilities. In order to clarify the role of the CCC, on-going minutes and agendas will be provided to the faculty both via email as well as on Google Drive.

In the future, the role of the CCC will be delineated and described to all teachers.

ILT (CCC) Meeting agendas and minutes, ILT Effectiveness Rubric, 5 Essentials, Faculty Surveys

- Sign-in sheets for CCC meetings show regular attendance by curricular leaders in the building.
- Rosters and Outlines of PD this year illustrate whole-staff PD, teacher team PD, and coaching focusing on literacy strategies utilizing Core Ready by Pam Allyn with a focus on writing across the curriculum.
- Rosters and Outlines of PD this year illustrate whole-staff PD, teacher team PD, and coaching focusing on math strategies utilizing Math in Focus (Singapore Math) with a focus on math fluency and problem solving as well as the implementation of the Common Core Standards for Mathematical Practices.
- Both formal and informal PD and meetings were held to address and utilize student data to guide instruction.

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:

Score

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

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- Professional development has focused on the implementation of the CCSS as well as differentiating instructional practices based on student data and performance.
- Creating Differentiated Instructional Groups allowing for greater student autonomy, as well as increased teacher progress monitoring has been at the core of our professional development.
- The Danielson CPS Framework for Teaching, Domain 1 was emphasized as the groundwork for the development of goal-oriented units in the UBD model.
- Resource Teachers, CCC, and administration need to work closely with teachers through classroom modeling and consistent reviews of teacher performance, coaching and collaboration.
- An effective evaluation model to gauge the effectiveness of PD should be established focusing on: instructional practice, the implementation of the REACH Framework, Thorp Active Learning Surveys, and continuous dialog with individual teachers as well as in grade level teams.
- The effectiveness of PD is ultimately measured in student attainment and growth scores on standardized tests such as NWEA, as well as other instruments.
- School-wide structures of shared planning periods, dedicated and focused work meetings, and teacher/CCC(ILT)/administration collaboration, assure PD is ongoing, job-embedded and relevant to teachers.
- Teacher directed professional development opportunities in the future should stem from curricular team meetings with instructional leaders from the CCC.
- The implementation of new teacher induction program continues to be a goal.

Evidence:

Meeting agendas, PD Plans, SQRP Attainment and Growth Scores, 5 Essentials (Collaborative Teachers, Effective Leaders), REACH 4a, 4d, 4e.

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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Creative staffing and scheduling have helped address student needs by providing flexible groupings (especially in 6-8th Math). The alignment of budget and staffing resources is reviewed by the administration on a monthly basis. In this CIWP, we will focus on:

- Effective, personalized, professional development
- Continuous facility improvements (including: a kitchen, lighting upgrades, computer lab upgrades, campus park upgrades)
- Continuous monitoring of textbook and materials for effective instruction
- A systematic purchase program for computer-based instructional resources including: Achieve 3000, Kahn Academy, ST Math, Compass Learning, and No Red Ink will allow us to implement an intervention/problem-based extension period for students.
- Each grade level or content area team has a set of instructional materials that align with state and/or the international standards.
- Instructional materials strongly support students with disabilities and varying language proficiency levels.

Evidence:

Special Arts Schedules, Professional Development/GLT Meeting Agendas, Teacher Time Distributions, EOY Teacher Surveys, EOY Student Surveys, Community/After-School Program Surveys, 5 Essentials

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.

- Use grant funds strategically to support areas of highest need.
- Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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.

Score

1 2 3 4

*Each grade level has and/or course team has a year-long scope and sequence as well as Pacing Charts that align to the CCSS as well as Illinois state standards as appropriate.

*Teacher have developed CCSS aligned KUD (Know, Understand, Do) Unit Plans based on Understanding by Design (UbD).

These plans will be used as the framework for instruction and a repository of these plans has been established for reference and access in the future.

•Short and long term plans do include necessary support assuring that students with disabilities and ELLs are able to achieve proficiency at at their grade level.

•Teachers have correlated needed skills on the MAP assessment to student ILP's giving both teachers and parents a workable roadmap for instructional support at home.

*Each teacher is expected to incorporate the 5C's (Caring, Communication, Collaboration, Critical Thinking, Creativity) as an undergirding framework for instruction to align classroom activities and assessments with college and career ready skills.

*Further development of curriculum, with specific focus on student gaps in learning by grade level has been started at each grade level, but more staff development and training on differentiation would help assure student growth.

The curriculum – what students should know and be able to do - is presented under the instructional practices evident in Thorp Active Learning. 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 addition of Core Ready in Reading and Writing; and Math in Focus in Math have raised the level of instructional rigor throughout every grade level. The 2nd Step 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.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

Instructional Materials:

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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The teachers and administration closely monitor student achievement data to inform budgeting and purchasing decisions. All classrooms at Thorp are technology rich, with an emphasis on student interaction and access to information and differentiated instruction.

- School allocates discretionary spending to align with identified needs and strategic priorities.
- Principal and administration actively and successfully pursue outside funding and community partnerships with such groups as the University of Chicago Education Department, Kaboom! Playground grants, Purdue Shell Scholars, University of Chicago, the Kitchen Garden Grant and other grants and funding resources.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Rigorous Student Tasks:

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

Score

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The administration and teachers need to examine student work across the grade levels on at least a quarterly basis. Although NWEA data and PARCC data demonstrates a high level of attainment; effective evidence of student understanding is more difficult to define. Creating rigorous and authentic student performance tasks both among and between grade levels are more difficult to articulate and measure. What students are being asked to do on in their classrooms. Examining the texts and tasks students experience has demonstrated that most students are challenged at appropriate instructional levels. Opportunities exist for the extension of student success and incentives by providing additional heterogeneous grouping opportunities as needed especially in the humanities.

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 | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 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

-Thorp teachers reinforce the expectation that all students can be successful through tiered instruction.
 -A college and career based culture is created in school through the implementation of the 5C's in meaningful assessments.
 -Student autonomy in learning is emphasized through Thorp Active Learning throughout the school building.
 •Each student has opportunity for authentic leadership and student voice in student organizations, Student Council, sports teams, extra-curricular teams, and various volunteer opportunities during the year. In classrooms, students have the expectation of sharing their thinking with others resulting in student ownership and individual accountability. Students practice justification for their thoughts and conclusions, and flexibility in thinking to consider another's argument and reach a new conclusion, when presented with new evidence. This culture of respect and consideration of well-considered conclusions permeates the school culture.

Guide for Transitions, College & Career Access & Persistence

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

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

•Thorp teachers provide instruction with the CCSS objectives in ELA and Mathematics clearly identified and assessed. Other subjects are taught according to identified state standards. Thorp teachers scaffold instruction based on evidence gathered from both formative and summative assessments. In the primary grades (K-2) detailed progress monitoring of student achievement is recorded in both reading and math.

Evidence:

- Differentiated Instructional Groups are at the center of student learning at Thorp; with the emphasis on students demonstrating their understanding through various modalities including orally, through writing and through the integration of technology.
- Thorp's school attainment percentage compared to the nation in grades 3-8 on NWEA MAP is 97% for Reading and 98% for Math.
- Thorp led the network in combined growth for Math and Reading the in the 2014 school year. In the 2015 school year growth rates dropped to 56% in Math and 65% in Reading. (We expect our growth rates to exceed the 90th percentile).
- One-third of Thorp's 8th grade students achieve high school credit in Algebra based on their successfully passing the CPS Algebra exam. Thorp's pass rate on the Algebra test for the past three years has been over 98%.
- Thorp's science instruction and student achievement is such that 94% of Thorp's fourth and seventh grade students achieve "at or exceeds" on the last state assessment. This is our highest level of achievement in science to date. Thorp's science score at "meets and exceeds".
- Continued focus on differentiating instruction for sub-groups such as EL learners, African American males, and Hispanics will help improve student performance.
- More than 3/4th of our students enter selective enrollment and academically competitive high schools.

RLS evaluations indicate the following in the 4 Domains of the REACH Framework:

Domain 1 - Planning and Preparation:

Unsatisfactory 0.00%, Basic 2.38%, Proficient 66.67%, Distinguished 30.95%

Domain 2 - The Classroom Environment:

Unsatisfactory 0.00%, Basic 2.60%, Proficient 57.14%, Distinguished 40.26%

Domain 3 - Instruction

Unsatisfactory 0.00%, Basic 2.60%, Proficient 70.13%, Distinguished 27.27%

Domain 4 - Professional Responsibilities

Unsatisfactory 2.50%, Basic 0.00%, Proficient 27.50%, Distinguished 70.00%

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:

Score

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.

1 2 3 4

- Thorp has a systematic approach to administering screening assessments (WAPT, MAP, TRC, pre-assessments, unit tests, rubric analyses, and so forth), a number of teachers would benefit in learning differentiated interventions necessary to help students performing below proficiency who may or may not be in the special education program.
- Interventions include all noted in the Effective School description, i.e. in-class, small group instruction, push-in support provided by specialists, one on one support, and additional supports outside of the classroom, and also strong use of programs of technology to individualize and differentiate instruction.
- Interventions need to be more closely monitored at the individual and grade level team levels.
- Success of the MTSS (RTI) Program should be demonstrated by corresponding percentage increases in students at proficiency by grade level as measured by MAP testing in the fall, winter and spring.

Evidence:

Progress Monitoring, MTSS Lesson Plans, student PLP's, SQRP, Standardized Tests, DL participation rates.

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:

Score

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.

1 2 **3** 4

Teachers create common assessments at grade level based on the Common Core State Standards (CCSS). These formative and summative assessments build on the performance tasks which help demonstrate student understanding through the 5C's. Teachers have been asked to craft their lesson with essential elements agreed upon by the faculty:

- The Instructional Standard/Goal (CCSS if applicable)
- Relevant Assessments (How will students demonstrate their learning utilizing the 4C's: Communication, Collaboration, Critical Thinking and Creativity?)
- The Fundamental Understanding (Essential Question) for the lesson.
- Timeline (How long will the unit/lesson take place?)
- Differentiation Strategies: How will remediation and/or extension activities be incorporated in the day to day operations of the classroom?

Assessments were created by many teachers using the Understanding By Design (UBD) framework. Common rubrics are created for grade level assessments. Data is gathered from these common assessments in order to revise and refine instruction.

Accommodations and modifications are drafted from DL teachers collaborating with fellow teacher grade level teams for instruction in separate classes. Differentiation is a key component in the UBD and reviewed at team meetings and in pre-conferences.

Implementing Math in Focus and PBIS Science has aligned our math and science programs to more rigorously aligned international standards.

Grade level teams need to establish review protocols to examine standardized test results, create common assessments (both formative and summative), and monitor assessments for proper differentiation. Teams need to work together to periodically review student work and collaborate on common rubrics. Subject level teams also review MAP assessments and RIT scores to create flexible grouping in classes. In addition, consistent weighting of grades exists across each grade level.

Evidence:

SQRP ratings, Gradebooks, Assessment calendar, Unit/Lesson Plans, Teacher and Team Created Assessments

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| CPS Framework for Teaching | 1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

•Thorp teachers provide instruction with the CCSS objectives in ELA and Mathematics clearly identified and assessed. Other subjects are taught according to identified state standards. Thorp teachers scaffold instruction based on evidence gathered from both formative and summative assessments. In the primary grades (K-2) detailed progress monitoring of student achievement is recorded in both reading and math.

RLS results for Domain 2 - The Classroom Environment:

Unsatisfactory 0.00%, Basic 2.60%, Proficient 57.14%, Distinguished 40.26%

Student learning tasks leading to summative assessments are developed using common core state standards and the NWEA learning continuum in language arts and math. Common assessments are created cooperatively for the entire grade level- all students within the grade level are held at the same level of high expectations with accommodations given to diverse learners so they have access to the same level content

The Math, ELA, SS and Science curricula at Thorp requires students to support claims with evidence through written and oral communication. Additionally, activities such as Debate, History Fair and Science Fair provide students with avenues for them to demonstrate their understanding in real-world venues.

In the Fine Arts students create authentic artwork throughout the building. Dance and Band allow students to perform for audiences. Musical Theatre allows students to produce high quality plays for student and parent audiences.

Thorp TV will be another outlet for students to demonstrate their understanding,

Evidence:

5 Essentials, SQRP, RLS REACH Framework

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:

Score

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.

1 2 **3** 4

- Most students form bonds with adult advocates.
 - Patterns of interactions between adults and students and students and students are respectful, with appropriate fair responses to disrespectful behavior. Students are supported through established programs in understanding healthy and productive interactions with others. Teacher and administrators model this deep level of caring and commitment to each student's success.
 - Newly established groups such as "Coping with Anger", "Rainbows" need a framework for evaluating their effectiveness in helping students feel valued at Thorp.
- On 5 Essentials teachers have identified Teacher-Principal Trust, as well as Teacher-Teacher Trust are areas of growth. By focusing on the climate and culture of the building; Teachers should be supported and communicative.

Evidence:
5 Essentials, Climate and Culture Meeting artifacts

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

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.

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

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.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The

Score

1 2 **3** 4

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.

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.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | ✓ Misconduct data (Dashboard) |
| Evidence | ✓ My Voice, My School survey responses |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 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:

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.

Score

1 2 3 4

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

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

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

2 Culture of & Structure for Continuous Improvement: Instructional Leadership Team

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 0 |
|---|---|---|---|---|---|

| | | | | | | | |
|---|--|---|---|---|---|---|---|
| 2 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 2 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for depth & breadth of Student Learning: Curriculum | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for Quality & Character of School Life: Culture for Learning | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for Quality & Character of School Life: Safety & Order | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 4 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 4 | Expectations for Quality & Character of School Life: Parent Partnership | 1 | 2 | 3 | 4 | 5 | ⊗ |

Goals

Required metrics (Elementary)

18 of 18 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---------------------|---------------------|-------------------|-------------------|
| National School Growth Percentile - Reading | | | | |
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | 97.00 | 87.00 | 90.00 | 93.00 |
| National School Growth Percentile - Math | | | | |
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | 97.00 | 67.00 | 70.00 | 73.00 |
| % of Students Meeting/Exceeding National Ave Growth Norms | | | | |
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | 68.80 | (Blank) | 70.00 | 71.00 |

African-American Growth Percentile - Reading

| | | | | |
|---|-------|-------|-------|-------|
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | 87.00 | 52.00 | 70.00 | 73.00 |
|---|-------|-------|-------|-------|

Hispanic Growth Percentile - Reading

| | | | | |
|---|-------|-------|-------|-------|
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | 97.00 | 73.00 | 76.00 | 79.00 |
|---|-------|-------|-------|-------|

English Learner Growth Percentile - Reading

| | | | | |
|---|---------|---------|-------|-------|
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | (Blank) | (Blank) | 70.00 | 73.00 |
|---|---------|---------|-------|-------|

Diverse Learner Growth Percentile - Reading

| | | | | |
|---|-------|------|-------|-------|
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | 83.00 | 9.00 | 50.00 | 53.00 |
|---|-------|------|-------|-------|

African-American Growth Percentile - Math

| | | | | |
|---|-------|-------|-------|-------|
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | 83.00 | 56.00 | 70.00 | 73.00 |
|---|-------|-------|-------|-------|

Hispanic Growth Percentile - Math

| | | | | |
|---|-------|-------|-------|-------|
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | 93.00 | 53.00 | 70.00 | 73.00 |
|---|-------|-------|-------|-------|

English Learner Growth Percentile - Math

| | | | | |
|---|---------|---------|-------|-------|
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | (Blank) | (Blank) | 70.00 | 73.00 |
|---|---------|---------|-------|-------|

Diverse Learner Growth Percentile - Math

| | | | | |
|---|-------|------|-------|-------|
| Our school goal is 70% of our students to make their growth targets which will put us in the top 5% nationwide. | 11.00 | 4.00 | 50.00 | 53.00 |
|---|-------|------|-------|-------|

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

| | | | | |
|--|-------|-------|-------|-------|
| Our goal is to achieve the top 1% in attainment nation-wide. | 95.00 | 96.00 | 97.00 | 99.00 |
|--|-------|-------|-------|-------|

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

| | | | | |
|--|-------|-------|-------|-------|
| Our goal is to achieve the top 1% in attainment nation-wide. | 98.00 | 98.00 | 98.00 | 99.00 |
|--|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

| | | | | |
|--|-------|-------|-------|-------|
| Our goal is to achieve the top 1% in attainment nation-wide. | 96.00 | 90.00 | 93.00 | 95.00 |
|--|-------|-------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

| | | | | |
|--|-------|-------|-------|-------|
| Our goal is to achieve the top 1% in attainment nation-wide. | 87.00 | 87.00 | 88.00 | 89.00 |
|--|-------|-------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

| | | | | |
|---|-------|-------|-------|-------|
| The number of students making progress on ACCESS does not take into account the students who transition out of the program. | 46.20 | 37.50 | 45.00 | 48.00 |
|---|-------|-------|-------|-------|

Average Daily Attendance Rate

| | | | | |
|---|-------|-------|-------|-------|
| Our daily attendance rate is just above 96% | 96.70 | 96.10 | 96.50 | 96.60 |
|---|-------|-------|-------|-------|

My Voice, My School 5 Essentials Survey

| | | | | |
|---|---------|---------|---------|---------|
| We hope to move from "Organized" to "Well Organized". | (Blank) | (Blank) | (Blank) | (Blank) |
|---|---------|---------|---------|---------|

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

| | | |
|--|--|---|
| Identify, design, and implement rigorous instruction | Students being appropriately challenged and enthusiastic about learning. | Increased opportunities for all students to demonstrate their understanding and successfully extend their capabilities. |
|--|--|---|

Tags:

Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Rigour

Area(s) of focus:

3

Action step

Responsible

Timeframe

Evidence for status

Status

| | | | | |
|---|--|------------------------------|---|-------------|
| Develop Individualized Professional Development Plans for teachers focusing on designing engaging, rigorous, and meaningful learning. | Administration, Instructional Coaches, outside professional development and teacher leaders within school community. | Jun 30, 2016 to Jun 30, 2016 | Individualized Professional Development Plans, Completion Notifications/CEU's, Meeting Agendas/Sign-in Sheets, Unit Plans, Student Artifacts, School Created Quarterly Benchmarks | Not started |
|---|--|------------------------------|---|-------------|

MTSS, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Project-based learning, Professional development, Differentiated instruction, Rigorous tasks

| | | | | |
|--|--|-----------------------------|---|-------------|
| Develop and implement best practices in student learning and tiered instruction through the cooperation of master teachers who will provide supports through collaborative planning as well as co-teaching to improve pedagogical rigor and relevance. | Administration, Teacher-Coaches, Outside Professional Development Providers. | Aug 1, 2016 to Jun 30, 2018 | Individualized Professional Development Plans, Completion Notifications/CEU's, Meeting Agendas/Sign-in Sheets, Unit Plans, Student Artifacts, School Created Quarterly Benchmarks | Not started |
|--|--|-----------------------------|---|-------------|

Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Personalized Learning, Cycles of professional learning, Academic gain, Professional development

Teachers will develop instructional practices in the classroom that will focus on essential elements centered around: reliable and valid student data identifying academic and socio-emotional needs; meaningful learning anchored in student Inquiry and problem solving; and the incorporation of the 5C's (Collaboration, Communication, Creativity, Critical Thinking, Caring).

Administration, ILT, Outside Professional Development Providers, Teachers

Aug 1, 2016 to Jun 30, 2018

Individualized Professional Development Plans, Completion Notifications/CEU's, Meeting Agendas/Sign-in Sheets, Unit Plans, Student Artifacts, School Created Quarterly Benchmarks

Not started

Literacy/Reading, Math, Science, Arts, Data Use, Social studies, Social emotional, Academic, 21st century skills

Schedule time and professional development opportunities both over the summer and throughout the school year to align curriculum and share best practices in instruction and assessment both vertically and horizontally.

Administration, ILT, PPLC, Subject Level Teams, Grade Level Teams, Teachers

May 1, 2016 to Jun 30, 2018

Summer Planning Sessions, Flex PD Sessions, ILT Planning Meetings, PPLC Planning Meetings, Grade Level Team Meeting Agendas and Minutes, Subject Level Team Meeting Agendas and Minutes

Not started

Literacy/Reading, Math, Science, Arts, Curriculum Design, Social studies, Academic gain, Professional development, Best practice

Establish an on-going common repository of professional learning and resources for teachers to collaborate on curriculum.

Administration, ILT, PPLC, Outside Instructional Coaches, Subject Level Teams, Grade Level Teams, Teachers

May 1, 2016 to Jun 30, 2018

Common repository of resources and supplemental materials.

Not started

Literacy/Reading, Math, Science, Curriculum Design, Professional Learning, Social studies, Academic gain, Collaboration

Establish a centralized list of needed materials to identify and purchase supplemental resources for instruction.

Administration, Teachers, Teacher-leaders.

May 1, 2016 to Jun 30, 2018

Purchase order requisitions, Meeting Agendas, minutes

Not started

MTSS, Diverse Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Curriculum, Materials, Rigour, Aligned resources

Share and evaluate authentic student assessments at least quarterly at both grade and subject level teams to norm and standardize assessment practices and ensure successful, rigorous learning for all.

Administration, ILT, PPLC, Outside Instructional Coaches, Subject Level Teams, Grade Level Teams, Teachers

May 1, 2016 to Jun 30, 2018

Student work samples, rubrics, minutes, agendas, progression plan

Not started

Core Instruction, Assessment, Curriculum Design, Data Use, Curriculum, Rigorous tasks, Academic expectations, Vertical articulation, Authentic tasks, Horizontal articulation

Schedule and set aside meeting times for teachers to collaboratively review and analyze student work, establish expectations and common benchmarks, and provide evidence of a progression of learning across grade levels.

Administration, ILT, PLLC, Outside Instructional Coaches, Subject Level Teams, Grade Level Teams, Teachers

May 1, 2016 to Jun 30, 2018

Meeting schedule, agendas, minutes, collection of work samples

Not started

Assessment, Teacher Teams/Collaboration, Grade level meetings, Vertical articulation, Schedule, Horizontal articulation

Strategy 2

If we do...

Collectively create and establish consistent school-wide set of standards for appropriate behaviors

...then we see...

Students who take ownership and responsibility for their behavior

...which leads to...

A safer, structured, and more respectful school environment for our students to play and learn.

Tags: Behavior and Safety, Climate and Culture, Student Health & Wellness, Interventions, Social emotional, Restorative justice, Safety and order

Area(s) of focus: 4

| Action step | Responsible | Timeframe | Evidence for status | Status |
|---|---------------------------------|-----------------------------|---|-------------|
| Present PD to staff on the expected behaviors and protocols in order for them to share with students the appropriate codes of conduct to ensure school, recess, and bus safety, | Administration, Staff, Teachers | May 1, 2016 to Jun 30, 2018 | Code of Conduct, Forms:Sign offs of Family Contracts for student code of conduct and school rules, school rules, bus rules, number of restorative conversations, number of after school detentions, in school suspensions, out of school suspensions, posters, bus incident reports | Not started |

Behavior and Safety, Climate and Culture, Restorative approaches, Social emotional, Parental involvement, School climate, Culture of learning, Pd, Safety and order

Review procedures and expectations with staff and students in regards to safety drills for intruders, fire, tornado, and evacuation drills to provide a secure learning environment.

Administration, Staff, Students

May 1, 2016 to Jun 30, 2018

Emergency Log, Red Emergency Binders, school emergency posters inside classrooms, window posters, hall posters, stairwell posters, Numbers outside all doorways

Not started

Behavior and Safety, Climate and Culture, Pbis, School climate, Planning, Pd, Relationships, Safety and order

Establish a SEL committee to collect and analyze data related to expected student behaviors while in school, recess, and the bus.

Administration, Staff, Students

May 1, 2016 to Jun 30, 2018

agendas, sign-ins, minutes, power points, posters, handouts, contract, rules, protocols, forms, discipline data, Verify System data, Second Step

Not started

Behavior and Safety, Climate and Culture, Restorative approaches, Curriculum, Pbis, Communication, Pd, Data analysis, Data tracking, Behavior supports

Strategy 3

If we do...

...then we see...

...which leads to...

Collectively determine and communicate the core values and beliefs of the Thorp Community

A shared vision and mission developed and implemented to drive school decisions and policy

A school community that has a set direction for success, clear expectations in designing initiatives and priorities, and a well informed staff.

Tags:

Core Instruction, Professional Learning, Leadership, Social emotional, Academics, School climate, Communication, Community, Shared leadership

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Collectively develop a shared vision and mission statement.

Administration and Staff

May 1, 2016 to Jun 30, 2018

statements, posters,

Not started

Professional Learning, Family and Community Engagement, Instructional practices, Curriculum, Data, Rigour, Communication, Planning, Cooperative learning, Depth of knowledge, Culture of learning, Shared leadership

Foster a culture and climate of professional respect and growth by developing collaborative adult learners who support their instructional practices through dialog, peer observations, and modeling.

Administration and Staff

May 1, 2016 to Jun 30, 2018

agendas, sign-ins, surveys, minutes, schedules, calendar, professional articles/books, PD

Not started

Climate and Culture, Feedback, Communication, Cooperative learning, Teacher-teacher trust & support, Culture of learning, Best practice, Observations

Create a culture of collective responsibility that empowers staff to influence decisions by providing a shared leadership structure of content area and grade level team leaders that ensures an equity of voice.

Administration and Staff

May 1, 2016 to Jun 30, 2018

Grade Level and Team Meeting Minutes, Content Area Team Minutes, Agendas, sign ins, data

Not started

Instructional practices, Curriculum, Communication, Planning, Community, Grade level meetings, Instructional planning

Establish a formal new teacher mentor program to provide professional support.

Administration and Staff

May 1, 2016 to Jun 30, 2018

visitation logs, Personalized Learning Plans, agendas, minutes, sign-ins

Not started

Professional Learning, Instructional Coaching, Feedback, Communication, Mentorship, Teacher-teacher trust & support, New teachers

Strategy 4

If we do...

...then we see...

...which leads to...

have clear criteria for identifying students needing MTSS services at all 3 Tiers, trained and informed staff on the MTSS model (components, process, and strategies), and a process for progress monitoring,

a more cohesive MTSS of services leading to a consistent delivery of support across grade levels and content areas,

all students meeting their academic growth targets.

Tags:

Area(s) of focus:

| Action step | Responsible | Timeframe | Evidence for status | Status |
|---|---|-----------------------------|--|-------------|
| We will provide support, training, and PD for staff on the MTSS (Multi-Tiered Systems of Support) model (components, process, and strategies) at all 3 Tiers. | MTSS Committee, Administration, all staff | May 1, 2016 to Jun 30, 2018 | Quarterly rosters, agendas, sign-ins, meeting minutes, Next step and outcomes, student ILPs, Map/NWEA data, PARCC results, Grades (progress reports, report cards), Academic anecdotes, Student portfolios, mClass data, EasyCBM data, Attendance, power point, binder of resources, | Not started |

MTSS, Instructional practices, Interventions, Resources, Instructional materials, Tier 2 & 3, Support, Pd, Expectations, Guideline

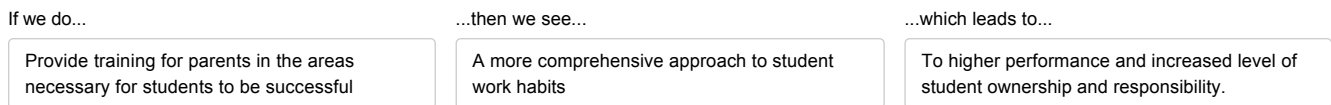
| | | | | |
|---|--------------------------|-----------------------------|---|-------------|
| Using clearly defined academic criteria for targeted MTSS groups, teachers will meet to review data and evidence to group students into the proper tier for instruction and services. | Administration, Teachers | May 1, 2016 to Jun 30, 2018 | Quarterly rosters, agendas, sign-ins, meeting minutes, Next step and outcomes, student ILPs, Map/NWEA data, PARCC results, Grades (progress reports, report cards), Academic anecdotes, Student portfolios, mClass data, EasyCBM data, Attendance | Not started |
|---|--------------------------|-----------------------------|---|-------------|

MTSS, Data Use, Differentiated instruction, Aligned resources, Tier 2 & 3, Supports, Communication, Data analysis, Data tracking, Benchmark progress monitoring, Academic supports, Supplemental instruction

| | | | | |
|--|--------------------------|-----------------------------|---|-------------|
| MTSS staff will establish regular meetings each quarter to review, monitor, update rosters and profiles based on student progress to ensure placement in the proper tiers. | Administration, Teachers | May 1, 2016 to Jun 30, 2018 | Quarterly rosters, agendas, sign-ins, meeting minutes, Next step and outcomes, student ILPs, Map/NWEA data, PARCC results, Grades (progress reports, report cards), Academic anecdotes, Student portfolios, mClass data, EasyCBM data, Attendance | Not started |
|--|--------------------------|-----------------------------|---|-------------|

MTSS, Differentiated instruction, Tier 2 & 3, Supports, Communication, Progress monitoring, Data analysis, Data tracking, Academic supports

Strategy 5



Tags:
Parent partnerships, Executive functioning skills

Area(s) of focus:

| Action step | Responsible | Timeframe | Evidence for status | Status |
|-------------|-------------|-----------|---------------------|--------|
| (Blank) | (Blank) | select | (Blank) | Behind |

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|--|--|--------------|--------------|-------------|
| <p>✚ Develop Individualized Professional Development Plans for teachers focusing on designing engaging, rigorous, and meaningful learning.</p> <p>Tags: Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Rigour, MTSS, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Project-based learning, Professional development, Differentiated instruction, Rigorous tasks</p> | Administration, Instructional Coaches, outside professional development and teacher leaders within school community. | Jun 30, 2016 | Jun 30, 2016 | Not started |
| <p>✚ Develop and implement best practices in student learning and tiered instruction through the cooperation of master teachers who will provide supports through collaborative planning as well as co-teaching to improve pedagogical rigor and relevance.</p> <p>Tags: Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Rigour, Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Personalized Learning, Cycles of professional learning, Academic gain, Professional development</p> | Administration, Teacher-Coaches, Outside Professional Development Providers. | Aug 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Teachers will develop instructional practices in the classroom that will focus on essential elements centered around: reliable and valid student data identifying academic and socio-emotional needs; meaningful learning anchored in student inquiry and problem solving; and the incorporation of the 5C's (Collaboration, Communication, Creativity, Critical Thinking, Caring).</p> <p>Tags: Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Rigour, Literacy/Reading, Math, Science, Arts, Data Use, Social studies, Social emotional, Academic, 21st century skills</p> | Administration, ILT, Outside Professional Development Providers, Teachers | Aug 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Schedule time and professional development opportunities both over the summer and throughout the school year to align curriculum and share best practices in instruction and assessment both vertically and horizontally.</p> <p>Tags: Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Rigour, Literacy/Reading, Math, Science, Arts, Curriculum Design, Social studies, Academic gain, Professional development, Best practice</p> | Administration, ILT, PPLC, Subject Level Teams, Grade Level Teams, Teachers | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Establish an on-going common repository of professional learning and resources for teachers to collaborate on curriculum.</p> <p>Tags: Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Rigour, Literacy/Reading, Math, Science, Curriculum Design, Professional Learning, Social studies, Academic gain, Collaboration</p> | Administration, ILT, PPLC, Outside Instructional Coaches, Subject Level Teams, Grade Level Teams, Teachers | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Establish a centralized list of needed materials to identify and purchase supplemental resources for instruction.</p> <p>Tags: Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Rigour, MTSS, Diverse Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Curriculum, Materials, Rigour, Aligned resources</p> | Administration, Teachers, Teacher-leaders. | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Share and evaluate authentic student assessments at least quarterly at both grade and subject level teams to norm and standardize assessment practices and ensure successful, rigorous learning for all.</p> <p>Tags: Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Rigour, Core Instruction, Assessment, Curriculum Design, Data Use, Curriculum, Rigorous tasks, Academic expectations, Vertical articulation, Authentic tasks, Horizontal articulation</p> | Administration, ILT, PPLC, Outside Instructional Coaches, Subject Level Teams, Grade Level Teams, Teachers | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Schedule and set aside meeting times for teachers to collaboratively review and analyze student work, establish expectations and common benchmarks, and provide evidence of a progression of learning across grade levels.</p> <p>Tags: Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - Gifted, Instructional Coaching, Rigour, Assessment, Teacher Teams/Collaboration, Grade level meetings, Vertical articulation, Schedule, Horizontal articulation</p> | Administration, ILT, PPLC, Outside Instructional Coaches, Subject Level Teams, Grade Level Teams, Teachers | May 1, 2016 | Jun 30, 2018 | Not started |

| District priority and action step | Responsible | Start | End | Status |
|---|---|-------------|--------------|-------------|
| <p>✚ Present PD to staff on the expected behaviors and protocols in order for them to share with students the appropriate codes of conduct to ensure school, recess, and bus safety, Tags: Behavior and Safety, Climate and Culture, Student Health & Wellness, Interventions, Social emotional, Restorative justice, Safety and order, Behavior and Safety, Climate and Culture, Restorative approaches, Social emotional, Parental involvement, School climate, Culture of learning, Pd, Safety and order</p> | Administration, Staff, Teachers | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Review procedures and expectations with staff and students in regards to safety drills for intruders, fire, tornado, and evacuation drills to provide a secure learning environment. Tags: Behavior and Safety, Climate and Culture, Student Health & Wellness, Interventions, Social emotional, Restorative justice, Safety and order, Behavior and Safety, Climate and Culture, Pbis, School climate, Planning, Pd, Relationships, Safety and order</p> | Administration, Staff, Students | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Establish a SEL committee to collect and analyze data related to expected student behaviors while in school, recess, and the bus. Tags: Behavior and Safety, Climate and Culture, Student Health & Wellness, Interventions, Social emotional, Restorative justice, Safety and order, Behavior and Safety, Climate and Culture, Restorative approaches, Curriculum, Pbis, Communication, Pd, Data analysis, Data tracking, Behavior supports</p> | Administration, Staff, Students | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Collectively develop a shared vision and mission statement. Tags: Core Instruction, Professional Learning, Leadership, Social emotional, Academics, School climate, Communication, Community, Shared leadership, Professional Learning, Family and Community Engagement, Instructional practices, Curriculum, Data, Rigour, Communication, Planning, Cooperative learning, Depth of knowledge, Culture of learning, Shared leadership</p> | Administration and Staff | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Foster a culture and climate of professional respect and growth by developing collaborative adult learners who support their instructional practices through dialog, peer observations, and modeling. Tags: Core Instruction, Professional Learning, Leadership, Social emotional, Academics, School climate, Communication, Community, Shared leadership, Climate and Culture, Feedback, Communication, Cooperative learning, Teacher-teacher trust & support, Culture of learning, Best practice, Observations</p> | Administration and Staff | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Create a culture of collective responsibility that empowers staff to influence decisions by providing a shared leadership structure of content area and grade level team leaders that ensures an equity of voice. Tags: Core Instruction, Professional Learning, Leadership, Social emotional, Academics, School climate, Communication, Community, Shared leadership, Instructional practices, Curriculum, Communication, Planning, Community, Grade level meetings, Instructional planning</p> | Administration and Staff | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Establish a formal new teacher mentor program to provide professional support. Tags: Core Instruction, Professional Learning, Leadership, Social emotional, Academics, School climate, Communication, Community, Shared leadership, Professional Learning, Instructional Coaching, Feedback, Communication, Mentorship, Teacher-teacher trust & support, New teachers</p> | Administration and Staff | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ We will provide support, training, and PD for staff on the MTSS (Multi-Tiered Systems of Support) model (components, process, and strategies) at all 3 Tiers. Tags: MTSS, Data Use, Professional development, Communication, Progress monitoring, Student success, Procedures/, MTSS, Instructional practices, Interventions, Resources, Instructional materials, Tier 2 & 3, Support, Pd, Expectations, Guideline</p> | MTSS Committee, Administration, all staff | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ Using clearly defined academic criteria for targeted MTSS groups, teachers will meet to review data and evidence to group students into the proper tier for instruction and services. Tags: MTSS, Data Use, Professional development, Communication, Progress monitoring, Student success, Procedures/, MTSS, Data Use, Differentiated instruction, Aligned resources, Tier 2 & 3, Supports, Communication, Data analysis, Data tracking, Benchmark progress monitoring, Academic supports, Supplemental instruction</p> | Administration, Teachers | May 1, 2016 | Jun 30, 2018 | Not started |
| <p>✚ MTSS staff will establish regular meetings each quarter to review, monitor, update rosters and profiles based on student progress to ensure placement in the proper tiers. Tags: MTSS, Data Use, Professional development, Communication, Progress monitoring, Student success, Procedures/, MTSS, Differentiated instruction, Tier 2 & 3, Supports, Communication, Progress monitoring, Data analysis, Data tracking, Academic supports</p> | Administration, Teachers | May 1, 2016 | Jun 30, 2018 | Not started |

| District priority and action step | Responsible | Start | End | Status |
|--|-------------|-------|-----|--------|
| <p>+</p> <p>Tags: Parent partnerships, Executive functioning skills</p> | | | | Behind |

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Although Thorp does not received NCLB funds, we do receive Title I. There are regular bimonthly meetings with parents regarding parental involvement, communication and goals. These meetings are scheduled in conjunction with the LSC and administration. All meeting minutes, plans and goals are reviewed.

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

At the State of the School annual meeting, Title I requirements and parent/student rights are delineated. A school-wide notice is shared via our website and in our email correspondence inviting all parents to attend. A weekly principal "Friday Letter" informs parents about all parent meetings including: LSC, Friends of Thorp, PTA, Communication, etc.

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.

At the State of the School annual meeting, a Title I description as well as an overview of the curriculum is presented to parents. School-wide notices are shared via our website and in our email correspondence inviting all parents to attend. Additionally, we have a "Standardized Testing Night" where parents are able to engage and ask questions about all required testing. <http://oathorpacademy.org/map-testing-resources-for-parents/>

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.

On-going parent meetings are held throughout the year. Parent suggestions are brought before the administration in monthly "Coffees with the Principal." The topics discussed are addressed and if there are any suggestions they are discussed with appropriate members of the administration and faculty.

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.

NWEA score reports are distributed to all parents, DIBELS parent reports are distributed to applicable parents. PARCC results are distributed to parents. Teachers are available for conferences to discuss student performance via email, phone and in-person.

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.

All of our teachers are highly qualified for the subjects they are teaching. In the event that teachers are not highly qualified; parents will receive a letter from CPS.

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.

NWEA score reports are distributed to all parents, DIBELS parent reports are distributed to applicable parents. PARCC results are distributed to parents. Teachers are available for conferences to discuss student performance via email, phone and in-person. Family Nights on Standardized Testing are held annually.

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

Regular workshops in Executive Functioning, Math and Reading are provided throughout the year to help parents monitor student progress.

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.

On-going parent volunteer opportunities are held throughout the year. Teachers are encouraged to hold at least one parent volunteer day - most at the primary level choose to have more than one.

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.

Regular workshops in Executive Functioning, Math and Reading are provided throughout the year to help parents monitor student progress; to the extent that we have the programs mentioned.

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

Information is available on the school website in multiple languages. A weekly letter detailing all upcoming events is sent home by the principal via email. Additionally, a parent communication committee is determining what other methods of communication are most effective.

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.)

VISION

O. A. Thorp Scholastic Academy envisions all students educated to their full potential. Literacy, mathematics, the sciences, and the arts are at the core of our instruction. Through our teaching students will acquire the skills, knowledge, attitudes, and values necessary to take an active role in learning, thinking critically, and contributing to society as literate, productive, responsible citizens and lifelong learners.

MISSION STATEMENT

The mission of O. A. Thorp Scholastic Academy promotes the acquisition of self-discipline, motivation, and educational excellence for all students through exemplary learning opportunities utilizing proven, research-based, best practices instructional strategies in language arts, mathematics, and science, with the integration of technology as a tool for learning across the curriculum.

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.

Report card pick ups are determined by CPS. Additional conferences are scheduled through the office and held as needed.

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

Parents receive a progress report every five weeks. Additionally, parents receive their child's report card every quarter. Parent Portal is updated in a timely fashion so that parents can log in and view their child's assignments and grades.

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

School staff is available to meet with parents during their preparation time, before and after school. All conferences are scheduled through the office. Teachers and staff also correspond with parents via phone calls and emails.

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.

In addition to parent volunteer days, we have a number of community volunteer days where we take on different projects such as our playground build, gardening club, picnic benches, etc. We have many volunteer days throughout the year

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

Parents can monitor their children's learning via progress reports, regular emails, and Parent Portal.

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

Parents have multiple opportunities to participate in decisions relating to the education of their children through an open-door policy with administration, teacher conferences, and multiple meetings throughout the year (LSC, Communication, PAC, Principal Coffees, Friends of Thorp, PTA, etc.)

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

Students are aware of their growth targets on NWEA. Students are rewarded for good grades, academic honors and attendance at semester assemblies.

Parent Budget

Complete

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

Our parent budget is to support students and the instruction that happens in the classroom through parental involvement.

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

| Account(s) | Description | Allocation | |
|-----------------|--|------------|-----|
| 51130, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$ 500 | .00 |
| 53405 | Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$ 100 | .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ 250 | .00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$ 500 | .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ 0 | .00 |
| 54205 | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$ 0 | .00 |
| 54565 | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ 0 | .00 |
| 53510 | Postage Must be used for parent involvement programs only. | \$ 0 | .00 |
| 53306 | Software Must be educational and for parent use only. | \$ 0 | .00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | \$ 0 | .00 |