**Chicago Public Schools**

**CIWP**
Continuous Improvement Work Plan

(/)

John Whistler Elementary School (/school-plans/468)  /  Plan summary

# 2016-2018 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|---|---|---|
| 01/26/2016 | Tiffany Phinn, Joanna Jackson | New CIWP Process (Training) |
| 02/03/2016 | Tiffany Phinn, Katina Manuel, Patricia Knox, Benae Cartright, Erin Sienkiewicz, Diane Villareal | CIWP Priorities for 2016 |
| 03/17/2016 | Tiffany Phinn, Katina Manuel, Patricia Knox, Benae Cartright, Erin Sienkiewicz, Diane Villareal | CIWP Goals and Strategies |
| 04/08/2016 | Tiffany Phinn, Katina Manuel, Patricia Knox, Benae Cartright, Erin Sienkiewicz, Diane Villareal | CIWP Fund Compliance |

| | | |
|---|---|---|
| 04/27/2016 | Tiffany Phinn, Katina Manuel, Patricia Knox, Benae Cartright, Erin Sienkiewicz, Diane Villareal, Carolyn Harris, Vicky Winston | Parent Plan |
| 10/27/2016 | Tiffany Phinn, Katina Manuel, Parents, and Community | Principal's Annual Title I Parent Meeting |
| 10/27/2016 | Tiffany Phinn, Katina Manuel, Parents, and Community | Title I PAC Organizational Meeting |

School Excellence Framework

## Culture of & Structure for Continuous Improvement
4 of 4 complete

**Leadership & Collective Responsibility:**

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

Score

1    2    3    **4**

> The state of the school, mission, vision and direction is always shared at the onset of the school year, and reiterated throughout. High expectations are clearly given for all staff members and students, and must be modeled daily. As a staff, every Monday morning we have motivation meetings where we take one of our core values as a weekly focus, and we revisit our values each week to set the tone for being collectively responsible for our students and ourselves. We always focus on providing the best learning experiences for our students, and not letting external factors determine what happens in our school.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

**Instructional Leadership Team:**

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

**Score**

1    2    **3**    4

> The ILT consist of representatives from all grade level cycles (pk-2; 3-5; 6-8; diverse learners) and all content areas (Literacy, Math, Science, Social Studies). The ILT uses school-wide data to identify trends, strengths and weaknesses, and partner in decision making to improve student achievement. ILT members serve as teacher teams liaisons and are responsible for sharing all pertinent information with colleagues during weekly meetings. Our meeting frequency has not been consistent this year due to other obligations of team members.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

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

**Professional Learning:**

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

**Score**

1    2    **3**    4

Teachers are constantly growing themselves professionally by attending PD sessions offered through the Network office, and also leading PD sessions for their colleagues. Teachers have scheduled mandatory teacher team meetings each week. When new strategies are being implemented, there is a period of safe practice that is non-evaluative, but rather used for feedback. Teachers collaborate with their grade level teams, as well as vertically for Literacy, Math, and Literacy in the content areas.

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

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

1    2    3    **4**

All spending is aligned to current priorities: literacy, math, science, culture and climate, diverse learners, and attendance. Funds are allocated based on our highest priorities first as determined by school-wide data. The ILT meets to determine these needs and suggest resources that will support our priorities.

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

Expectations for depth & breadth of Student Learning

**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**

> The curriculum we use are the Common Core Standards. In every lesson, teachers are asked what students should be able to know, understand and do, as a result of instruction. We focus on not just grade level appropriate content, but instructional level content for students. Teachers use the Learning Continuum, and student data to select appropriate standards and skills to teach students. We follow the scope and sequence for Literacy (DePaul University Center for Urban Education) and Math (Engage NY) for all grade levels. We also utilize High School instructional materials from Triumph Learning for Literacy and Math, as well as ACT prep for middle grades. All students are held to the same standards, because they are measured by the same assessments. Our SEL curriculum is Next Steps, and taught through advisory by our school Counselor.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

**Instructional Materials:**

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

Score

1    2    **3**    4

Teachers use instructional materials are Common Core aligned and appropriate for student developmental and academic levels. Resources include text and tasks that require high cognitive demand and are varied to meet the needs of students. Teachers are having a challenge finding appropriate material for students once they perform at the high end of the spectrum. We are currently looking for appropriate resources at the 9th-12th grade level to ensure our students continue to perform at those levels.

## 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<br>✓ Evidence of scaffolding and differentiation for all students to access the content/skills<br>✓ Description of materials in curriculum and/or lesson plans<br>✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction<br>Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating Knowledge of Content and Pedagogy<br>1b. Demonstrating Knowledge of Students<br>1c. Selecting Learning Objectives<br>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

1   2   **3**   4

> One of the core values we believe is that all students can learn when given the appropriate supports. We have high learning expectations for all students, and support them through the process of learning and growing academically. Students participate in error analysis of their peers work, as well as classroom discussion and debates through math talks and collaborative conversations, where they have to defend their stance. Tasks are complex and challenge student thinking and force them to provide evidence. A powerful practice at Whistler is for all students to cite and/or provide evidence of their responses, in grades K-8.

## Guide for Rigorous Student Tasks

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

## Evidence, Measures, and Standards

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

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

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

Score

1  2  **3**  4

> We currently meet with students to discuss their data, goal set, and the academic and social emotional implications on their progress from year to year. We conduct parent meetings as well to keep parents informed of student progress and goals. We provide parents with strategies to support the home school connection as it relates to student achievement. Students engaged in opportunities to explore college options beginning with college research in primary grades and college tours in middle school. We would like to incorporate 6th-8th grade milestones that will lead to a concrete post secondary plan.

## Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High

School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

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

## Evidence, Measures, and Standards

### EVIDENCE, MEASURES, AND STANDARDS

| | |
|---|---|
| Suggested Evidence | ✓ Data on college visits and college fair information<br>✓ Naviance Monthly Data<br>✓ Scholarships earned<br>✓ Artifacts, plans, or timelines related to successful transitions structures<br>✓ To & Through data |
| Measures | ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates<br>✓ 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<br>C2. Builds a culture of high aspirations and achievement for every student. |

Expectations for depth & breadth of Quality Teaching

**Instruction:**

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

Score

1   2   **3**   4

Teachers at Whistler use a wide range of instructional approaches such as, the Optimal Teaching Model (gradual release), Walking RIT bands (where students are grouped based on data, not grade level), Small group Instruction, Individualized Instruction, Technology, and Project and Research Based Performance Tasks. Teachers communicate with students the purpose for learning daily, and students can clearly articulate what they are learning. Teachers use DOK and Bloom's question stems to ensure that they are asking higher order questions to promote thinking. Students remain highly engaged in instruction, as we often say "there is no down time." Data use is critical in making instructional choices and adjustments to ensure that all students continue to grow.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

**Multi-Tiered System of Support:**

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

Score

1　2　**3**　4

All students are exposed to grade level content in every classroom. We have an MTSS system organized and run by our Counselor/Case Manager. Targeted students academics and behaviors are tracked, separately, when there shows a need for more intensive intervention or enrichment. Teachers are on board in the process of data collection to ensure that students are provided with the correct supports. Instruction is adjusted to meet student needs through trial of different strategies to find the best approaches to reach students based on their needs. On-track data is regularly monitored and students are called in to conference with the Principal, as well as parents to resolve of-track data.

## Guide for Multi-Tiered System of Support

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

## Evidence, Measures, and Standards

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

> We currently have a school-wide grading system that includes assessments, projects, classwork, homework, and student participation. We only have 1 teacher per grade level which prevents us from using common assessments, but teacher currently plan vertically to ensure students receive tiered instruction from one grade to the next. Teachers will begin to create 5-week interim assessments and monitor student progress toward mastery of standards.

## Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

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

**Culture for Learning:**

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

**Score**

1    2    3    **4**

> There is an established culture for learning where school-wide we have "Champion Techniques" in place that promote excellence (Do It Again, No Opt Out, Seat Signals, Threshold, 100%). There is a push for students to meet the high expectations set for them, because it is required. All students understand the importance of hard work, and recite our morning mantra which end with "Every Warrior, Every Day, College Bound." School-wide expectations are posted in classrooms, hallways, bathrooms, cafeteria, and all areas of the building for reinforcement. Students are recognized monthly through student of the month, perfect attendance incentives, race-to-ten, honor roll and classroom incentives. Student work is displayed in hallways and in classrooms, with the standard, learning objective, rubric, and feedback in the form of a push and praise.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|---|---|
| Suggested Evidence | ✓ Sample of individual student learning goals from a cross-section of teachers<br>✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | ✓ Five Essentials – Ambitious Instruction<br>✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>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

There is a strong relational trust among stakeholders. There is a need for adults to serve as mentors to some of the more frequent students who have misconducts (this is a small percentage of the student population), rather than to seek punitive discipline. We have come a long way in shifting our thinking regarding correcting behaviors and restorative practices, but we are a work in progress. Adult interactions are improving all of the time, due to increased collaboration and sharing of strategies and resources. Student diversity is accepted and not an issue. We have pockets of success where staff seeks to understand the root causes of misconduct, and this needs to be school-wide, to ensure that restoration is practiced.

## 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<br>✓ School Climate Standards Self-Assessment |
| Measures | ✓ Five Essentials |
| Five Essentials | Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students<br>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<br>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

Extra curricular activities range from sports, to culinary arts, to choir, and band. There is generally something in place to support all student interest. Students have voice in many of the decisions in our school. We have town hall meetings with the student body and Principal, as well as classroom meetings where students can voice concerns or have questions answered. One goal is to have a student council, as a formal means of communicating with students on a more ongoing and structured basis. Students are also looking to have a student centered and created newspaper, and engage in community service projects and Algebra courses at the school.

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

**Students…**

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

## Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|---|---|
| Suggested Evidence | ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)<br>✓ Student interest surveys (and/or other avenue for student input)<br>✓ Policies regarding student engagement in decision making<br>✓ Student government or committee charter and responsibilities<br>✓ 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<br>2a. Creating an Environment of Respect and Rapport<br>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<br>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**

> There are clear structures and expectations for all to ensure the safety of students. The structures and expectations are consistently monitored and reinforced to maintain an orderly environment. The school implements restorative practices to prevent reoccurrences and have students reflect on their behavior.

## Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning.

- Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
  - **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
    - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
  - **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
    - All adults use active supervision (move, scan, and interact) in all settings.
  - **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
  - **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

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

**Restorative Approaches to Discipline:**

Score

1   2   3   **4**

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

> All staff members have been trained on Restorative Practices and encouraged to use them as the primary response to discipline. The counselor leads the SEL initiative in the school and provides weekly support in small group, individual, and class sessions (during advisory). Our ISS and OSS has significantly dropped since last year because of our fidelity with implementing restorative practices. Students take ownership of restorative practices by being proactive to potential behavior issues and feel safe to speak with any staff member regarding them.

## 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)<br>✓ 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<br>2d. Managing Student Behavior<br>4c. Communicating with Families |
| CPS Performance Standards for School Leaders | C3. Staff/Student Behavior Aligned to Mission and Vision of School |
| Content Standards | Social Emotional Learning Standards |

**Parent Partnership:**

Score

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

1    2    **3**    4

> Whistler has a core group of parents who continue to support all school initiatives. We have wonderful parent participation for our state of the school address, school-wide programs and family nights. Parents volunteer in our primary classrooms daily, and support all classroom teachers throughout the building. We send home correspondence on and ongoing basis through flyers, robo-calls, newsletters and other parent letters. Parent concerns are taken very seriously and addressed immediately. Our PAC needs rebuilding! Parents are pleased overall with the school, and therefore, parent participation is generally the same parents volunteering for everything.

## 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

School Excellence Framework Priorities

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

| 4 | Expectations for Quality & Character of School Life: Culture for Learning | 1 2 3 4 5 ⊘ |
| 4 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 2 3 4 5 ⊘ |
| 4 | Expectations for Quality & Character of School Life: Safety & Order | 1 2 3 4 5 ⊘ |

## Goals

### Required metrics (Elementary)                                      18 of 18 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---|---|---|---|
| **National School Growth Percentile - Reading** | | | | |
| In order to maintain a Level 1+ status, Whistler will maintain growth in the 99th percentile. This is the highest possible percentile ranking. | 99.00 | 99.00 | 99.00 | 99.00 |
| **National School Growth Percentile - Math** | | | | |
| In order to maintain a Level 1+ status, Whistler will maintain growth in the 99th percentile. This is the highest possible percentile ranking. | 97.00 | 99.00 | 99.00 | 99.00 |
| **% of Students Meeting/Exceeding National Ave Growth Norms** | | | | |
| Whistler has reached the place where the vast majority of students are meeting/ exceeding their growth targets. The final 25% of students who need to reach their targets, will be the main focus moving forward, while working to ensure that students who've already met, maintain their status. We anticipate small, steady growth each year. | 75.20 | *(Blank)* | 78.00 | 80.00 |
| **African-American Growth Percentile - Reading** | | | | |
| In order to maintain a Level 1+ status, Whistler will maintain growth in the 99th percentile. This is the highest possible percentile ranking. | 99.00 | 99.00 | 99.00 | 99.00 |
| **Hispanic Growth Percentile - Reading** | | | | |
| There are no hispanic students taking the DWA. | *(Blank)* | *(Blank)* | 0.00 | 0.00 |
| **English Learner Growth Percentile - Reading** | | | | |
| There are no ELL students taking the DWA. | *(Blank)* | *(Blank)* | 0.00 | 0.00 |
| **Diverse Learner Growth Percentile - Reading** | | | | |
| This percentile was not previously calculated on our last SQRP. | *(Blank)* | *(Blank)* | 0.00 | 0.00 |
| **African-American Growth Percentile - Math** | | | | |
| In order to maintain a Level 1+ status, Whistler will maintain growth in the 99th percentile. This is the highest possible percentile ranking. | 97.00 | 99.00 | 99.00 | 99.00 |
| **Hispanic Growth Percentile - Math** | | | | |
| There are no hispanic students taking the DWA. | *(Blank)* | *(Blank)* | 0.00 | 0.00 |
| **English Learner Growth Percentile - Math** | | | | |
| There are no ELL students taking the DWA. | *(Blank)* | *(Blank)* | 0.00 | 0.00 |
| **Diverse Learner Growth Percentile - Math** | | | | |

| | | | | |
|---|---|---|---|---|
| This percentile was not previously calculated on our last SQRP. | *(Blank)* | *(Blank)* | 0.00 | 0.00 |

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

| | | | | |
|---|---|---|---|---|
| In order to maintain a Level 1+ status, Whistler will maintain attainment in the 99th percentile. This is the highest possible percentile ranking. | 67.00 | 99.00 | 99.00 | 99.00 |

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

| | | | | |
|---|---|---|---|---|
| In order to maintain a Level 1+ status, Whistler will maintain attainment in the 99th percentile. This is the highest possible percentile ranking. | 63.00 | 98.00 | 99.00 | 99.00 |

**National School Attainment Percentile - Reading (Grade 2)**

| | | | | |
|---|---|---|---|---|
| In order to maintain a Level 1+ status, Whistler will maintain attainment in the 99th percentile. This is the highest possible percentile ranking. | 97.00 | 99.00 | 99.00 | 99.00 |

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

| | | | | |
|---|---|---|---|---|
| In order to maintain a Level 1+ status, Whistler will maintain attainment in the 99th percentile. This is the highest possible percentile ranking. | 99.00 | 99.00 | 99.00 | 99.00 |

**% of Students Making Sufficient Annual Progress on ACCESS**

| | | | | |
|---|---|---|---|---|
| Whistler is an Elementary School. Our students do not take ACCESS. | *(Blank)* | *(Blank)* | 0.00 | 0.00 |

**Average Daily Attendance Rate**

| | | | | |
|---|---|---|---|---|
| Our attendance rate continues to grow each year. We have already seen a major increase in attendance this school year, due to frequent communication with parents; a school-wide push and continued discussions with students around the importance of attendance as it relates to higher achievement; and ongoing school-wide incentives. We believe that continuing the work we've started this year, and increasing our efforts, will ensure that our attendance percentage continues to rise. | 94.30 | 95.10 | 96.50 | 97.00 |

**My Voice, My School 5 Essentials Survey**

| | | | | |
|---|---|---|---|---|
| We are currently rated as "Well Organized." We believe that that 2 of our selected priorities (Student Voice, Engagement & Civil Life; and Parent Partnership) will help to strengthen relational trust, and therefore we will maintain our current status. | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

## Custom metrics

2 of 2 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---|---|---|---|
| Supporting ALL Students/ Diverse Learners | | | | |
| Our aim is to ensure that instruction is designed to meet the needs and provide access to content for all students. We must see appropriate accommodations provided in instruction and assessment of all classrooms. | *(Blank)* | 38.00 | 50.00 | 75.00 |
| Rigorous Student Tasks/ Cognitive Demand | | | | |
| Ensure that students are regularly engaged in assessments that reflect the expectations of the standards through tasks that require a range of depth of knowledge/ cognitive demand. Currently, our students do engage in rigorous tasks, but we are pushing for the highest levels of cognitive demand. | *(Blank)* | *(Blank)* | 99.00 | 99.00 |

## Strategies

## Strategy 1

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| varied assessments at scheduled intervals to monitor student progress | regular progress monitoring and a more comprehensive picture of teaching and learning to determine areas of concern on an ongoing basis | teachers using current data to drive instruction, and an increased student growth percentage by 5% on the DWA. |

Tags:
Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning

Area(s) of focus:
1

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| ILT members will individually find research-based assessments for Literacy and Math to present to team. | Instructional Leadership Team | Jun 6, 2016 to Jun 24, 2016 | *(Blank)* | Not started |
| ILT members will meet to present their findings to the team at large. | Instructional Leadership Team | Jun 27, 2016 to Jul 1, 2016 | *(Blank)* | Not started |
| Team members will discuss pros and cons of each program and additional resources needed to accommodate assessments. Team members will decide on new interim assessments. | Instructional Leadership Team | Jun 27, 2016 to Jul 1, 2016 | *(Blank)* | Not started |
| Ensure that enough funds are available to purchase new assessment programs for entire school. | Principal | Jul 6, 2016 to Jul 6, 2016 | *(Blank)* | Not started |
| Meet with LSC to gain approval for new assessments. Purchase resources and site licenses for assessments. | Principal | Jul 11, 2016 to Jul 15, 2016 | *(Blank)* | Not started |
| Create a school-wide schedule for interim assessments for the 2016-2017 SY. Create Google Doc for teachers to upload student data results over time. | Instructional Leadership Team | Jul 18, 2016 to Jul 22, 2016 | *(Blank)* | Not started |
| Provide Professional Development for staff on test administration for interim assessments. Provide staff with SY 16-17 assessment calendar and share Google Doc for data entry. | Principal | Aug 29, 2016 to Sep 2, 2016 | *(Blank)* | Not started |

| Action step | Responsible | Timeframe | Evidence for status | Status |
|---|---|---|---|---|
| Administer baseline assessments for all grade levels in Literacy and Math, and enter data results in Google Doc. | Teachers | Sep 6, 2016 to Sep 16, 2016 | (Blank) | Not started |
| Analyze student data and compare to EOY spring data from DWA to determine whole class and individual student instructional needs and form small groups. | ILT, Teacher Teams and Administration | Sep 12, 2016 to Sep 16, 2016 | (Blank) | Not started |
| Administer interim assessments at 5-week intervals, enter data in Google Doc, analyze data and adjust instruction and small groups based on student needs. | Teachers, Teacher Teams, ILT and Administration | Oct 17, 2016 to Jun 2, 2017 | (Blank) | Not started |

## Strategy 2

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Provide opportunities for students to have a stronger voice in school-wide decisions about extracurricular and enrichment activities | increased student leadership and engagement in school activities | greater contributions to the school and community at large, an increased attendance rate from 95.1% to 96.5% and increased student achievement growth by 5%. |

Tags:
Community, Civic life

Area(s) of focus:
2

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Meet with each grade level and discuss how students will be engaged in school-wide decision making throughout the year | Administration | Sep 6, 2016 to Sep 9, 2016 | (Blank) | Not started |
| Administer and extracurricular and enrichment interest survey to students to determine additional programs that would benefit students | Teachers | Sep 12, 2016 to Sep 16, 2016 | (Blank) | Not started |
| Develop a school-wide policy for student engagement in decision making | ILT | Oct 17, 2016 to Oct 21, 2016 | (Blank) | Not started |
| Form a student council that will serve as the grade representation for school-wide input and decisions. | Counselor and Adminstration | Nov 4, 2016 to Nov 18, 2016 | (Blank) | Not started |

| | | | | |
|---|---|---|---|---|
| Each class will plan and participate in a school-wide service learning project for SY17 | Classroom Teachers | Oct 3, 2016 to Jun 9, 2017 | *(Blank)* | Not started |
| Form a student newspaper committee to produce a monthly publication | Cartright | Sep 12, 2016 to Sep 23, 2016 | *(Blank)* | Not started |

## Strategy 3

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Develop and foster strong parent partnerships by encouraging involvement in multiple facets of the school community | a strong home-school connection and increased parent participation and support | 25% of our parent population volunteering at least 1 school day during the 2016-2017 SY, and increased student achievement growth by 5%. |

Tags:
Climate and Culture, Family and Community Engagement, Trust, Parental involvement, Communication, Volunteer, Academic supports

Area(s) of focus:
3

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Conduct monthly NCLB Parent Meetings | PAC | Sep 26, 2016 to Jun 16, 2017 | *(Blank)* | Not started |
| Conduct Annual Title I informational Meeting | PAC | Sep 27, 2016 to Sep 27, 2016 | *(Blank)* | Not started |
| Host the Annual Open House and deliver the State of the School Address to inform parents about the school performance and rating | Administration | Sep 22, 2016 to Sep 22, 2016 | *(Blank)* | Not started |
| Host Quarterly Parent University to allow parents to provide other parents with strategies to assist their children at home | Adminstration | Nov 9, 2016 to Apr 26, 2017 | *(Blank)* | Not started |
| Survey parents to find out ways they can support the school through their own professions or connections | *(Blank)* | Sep 12, 2016 to Sep 16, 2016 | *(Blank)* | Not started |
| Solicit parents to sign up for a day to volunteer in their child's classroom for at least one day during the school year | *(Blank)* | Sep 29, 2016 to Sep 29, 2016 | *(Blank)* | Not started |

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ ILT members will individually find research-based assessments for Literacy and Math to present to team.<br>Tags: Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning | Instructional Leadership Team | Jun 6, 2016 | Jun 24, 2016 | Not started |
| ✚ ILT members will meet to present their findings to the team at large.<br>Tags: Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning | Instructional Leadership Team | Jun 27, 2016 | Jul 1, 2016 | Not started |
| ✚ Team members will discuss pros and cons of each program and additional resources needed to accommodate assessments. Team members will decide on new interim assessments.<br>Tags: Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning | Instructional Leadership Team | Jun 27, 2016 | Jul 1, 2016 | Not started |
| ✚ Ensure that enough funds are available to purchase new assessment programs for entire school.<br>Tags: Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning | Principal | Jul 6, 2016 | Jul 6, 2016 | Not started |
| ✚ Meet with LSC to gain approval for new assessments. Purchase resources and site licenses for assessments.<br>Tags: Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning | Principal | Jul 11, 2016 | Jul 15, 2016 | Not started |
| ✚ Create a school-wide schedule for interim assessments for the 2016-2017 SY. Create Google Doc for teachers to upload student data results over time.<br>Tags: Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning | Instructional Leadership Team | Jul 18, 2016 | Jul 22, 2016 | Not started |
| ✚ Provide Professional Development for staff on test administration for interim assessments. Provide staff with SY 16-17 assessment calendar and share Google Doc for data entry.<br>Tags: Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning | Principal | Aug 29, 2016 | Sep 2, 2016 | Not started |
| ✚ Administer baseline assessments for all grade levels in Literacy and Math, and enter data results in Google Doc.<br>Tags: Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning | Teachers | Sep 6, 2016 | Sep 16, 2016 | Not started |
| ✚ Analyze student data and compare to EOY spring data from DWA to determine whole class and individual student instructional needs and form small groups.<br>Tags: Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning | ILT, Teacher Teams and Administration | Sep 12, 2016 | Sep 16, 2016 | Not started |
| ✚ Administer interim assessments at 5-week intervals, enter data in Google Doc, analyze data and adjust instruction and small groups based on student needs.<br>Tags: Assessment, Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Assessment policy, Instruction planning | Teachers, Teacher Teams, ILT and Administration | Oct 17, 2016 | Jun 2, 2017 | Not started |
| ✚ Meet with each grade level and discuss how students will be engaged in school-wide decision making throughout the year<br>Tags: Community, Civic life | Administration | Sep 6, 2016 | Sep 9, 2016 | Not started |
| ✚ Administer and extracurricular and enrichment interest survey to students to determine additional programs that would benefit students<br>Tags: Community, Civic life | Teachers | Sep 12, 2016 | Sep 16, 2016 | Not started |

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ Develop a school-wide policy for student engagement in decision making<br>Tags: Community, Civic life | ILT | Oct 17, 2016 | Oct 21, 2016 | Not started |
| ✚ Form a student council that will serve as the grade representation for school-wide input and decisions.<br>Tags: Community, Civic life | Counselor and Adminstration | Nov 4, 2016 | Nov 18, 2016 | Not started |
| ✚ Each class will plan and participate in a school-wide service learning project for SY17<br>Tags: Community, Civic life | Classroom Teachers | Oct 3, 2016 | Jun 9, 2017 | Not started |
| ✚ Form a student newspaper committee to produce a monthly publication<br>Tags: Community, Civic life | Cartright | Sep 12, 2016 | Sep 23, 2016 | Not started |
| ✚ Conduct monthly NCLB Parent Meetings<br>Tags: Climate and Culture, Family and Community Engagement, Trust, Parental involvement, Communication, Volunteer, Academic supports | PAC | Sep 26, 2016 | Jun 16, 2017 | Not started |
| ✚ Conduct Annual Title I informational Meeting<br>Tags: Climate and Culture, Family and Community Engagement, Trust, Parental involvement, Communication, Volunteer, Academic supports | PAC | Sep 27, 2016 | Sep 27, 2016 | Not started |
| ✚ Host the Annual Open House and deliver the State of the School Address to inform parents about the school performance and rating<br>Tags: Climate and Culture, Family and Community Engagement, Trust, Parental involvement, Communication, Volunteer, Academic supports | Administration | Sep 22, 2016 | Sep 22, 2016 | Not started |
| ✚ Host Quarterly Parent University to allow parents to provide other parents with strategies to assist their children at home<br>Tags: Climate and Culture, Family and Community Engagement, Trust, Parental involvement, Communication, Volunteer, Academic supports | Adminstration | Nov 9, 2016 | Apr 26, 2017 | Not started |
| ✚ Survey parents to find out ways they can support the school through their own professions or connections<br>Tags: Climate and Culture, Family and Community Engagement, Trust, Parental involvement, Communication, Volunteer, Academic supports | | Sep 12, 2016 | Sep 16, 2016 | Not started |
| ✚ Solicit parents to sign up for a day to volunteer in their child's classroom for at least one day during the school year<br>Tags: Climate and Culture, Family and Community Engagement, Trust, Parental involvement, Communication, Volunteer, Academic supports | | Sep 29, 2016 | Sep 29, 2016 | Not started |

Fund Compliance

# Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

# NCLB Program

◉ NCLB Schoolwide Program

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

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

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

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

## Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy                                                                                          Complete

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

> Parents will remain involved in the development of the parental involvement plan and policy, as well as continually informed in NCLB revisions through monthly PAC/NCLB parent meetings. These meeting are open to all parents who have students attending Whistler.

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

> The Annual Title I Informational Meeting will be held on Tuesday, October, 27, 2016 at 4:30 pm in our Success Lab. Our Annual Organizational Meeting is also scheduled for October 27, 2016 at 5:30 pm. Monthly PAC meetings have been scheduled for every third Friday of the month at 10:00am on even number months and 5:00pm on odd number months.

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

> During Open House, parents receive information around the Common Core Standards, our curriculum, instructional materials for all content areas, as well as school-wide interim assessments and district-wide assessments. Parent University Nights will be held quarterly to review information about the school's curriculum and assessment tools used to measure student progress, as well as student growth targets. Mandatory parent meetings will be held at parent-teacher conference (twice a school year), as well as after the 2nd quarter report cards. These meetings will consist of student growth target information, current progress, and tips on how parents can reinforce instruction at home.

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.

> Whistler's monthly PAC meetings have been scheduled for every third Friday of the month and meeting times are conveniently set for those parents who work mornings or evenings. The school PAC will arrange a suggestion box in the Parent Room where suggestions and questions will be monitored on a weekly basis by the PAC chairperson. All entries will be forwarded to the school principal for response at the next regularly scheduled meeting.

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.

> During the first report card pick-up in November, teachers will distribute to parents a copy of their child's NWEA spring 2016 data report, as well as their child's goal setting template that is completed at the beginning of the school year in September 2016. When students are tested in the middle of the year (January), parents will receive new data at the February parent meetings.

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.

> Information will be made available upon parent request. CPS notifies all parents if their child's teacher is deemed not "highly qualified". At Whistler, the only way a teacher who is not highly qualified will be in a classroom for 4 consecutive weeks, is if the regularly assigned teacher is on leave, and a highly qualified substitute could not be found.

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.

> Parent University Nights will be held each quarter. The purpose of the quarterly meetings will be to provide information to parents about state, district & school wide assessments. During Report Card Pick-Up days, and whenever requested, Parent Portal stations are set up to demonstrate how to utilize the program, and enroll parents who want to monitor their children's progress. We will also have mandatory parent meetings for each grade level in February to discuss standards, assessments, how to monitor student progress and how to continue to work with their child's teachers.

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.

> All information, resources, materials and training will be provide through Parent University, and PAC sponsored parent workshops throughout the school year. The goal is to have 1 parent workshop per month in differentiated areas.

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.

> All staff members will be part of a beginning of the year workshop, hosted by Administration, on the value of Parents as Partners, and strategies to foster strong parent/teacher trust relationships. Teachers will also be trained in building relationships and appropriate requests for parents who will serve as classroom volunteers.

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.

> We are a full-day, Pre-K Ready to Learn site. Through the Office of Early Childhood, regularly scheduled parent workshops are held at the school monthly. Programs will focus on ways parents can support student learning at home.

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 for parents will be corresponded through monthly calendars, newsletters, robo-calls, school website, and flyers.

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.)

> Whistler's Mission is that all stakeholders will work collaboratively to increase reading achievement. We will strive to become a community of learners, provide a student-centered environment, have high expectations for all students, participate in ongoing staff development and increase parental support.

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

Parents and teachers are strongly encouraged to meet throughout the school year. There are opportunities for conferences on an ongoing basis, either parent, teacher or administrative requests. We also host district mandated parent-teacher conferences on November 9, 2016 and April 19, 2017. When Qtr. 2 ends, we will host a school-wide mandatory grade level parent meeting, where teachers will host conferences during the week of February 6-10, 2017.

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

Students will receive progress reports at the 5th, 15th, 25th, and 35th weeks of school, to alert parents of their academic progress, as well as attendance concerns. Students will also receive report cards at the end of each 10 week quarter (4 report cards per school year).

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

Parent conferences must be arranged and scheduled with the teacher before school, beginning at 8:00am; during teacher prep periods, and after school beginning at 3:30pm. Staff members may also be contacted via email or phone calls.

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

Parents are encouraged to, and currently volunteer in all primary classrooms. Additionally, parents may volunteer in classrooms, when mutually agreed upon with the teacher, daily from 8:30am- 10:30am, and afternoons from 1:30pm- 3:30pm. Parents are also welcome to observe all classroom activities and volunteer for all school field trips.

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

Parents are encouraged to check parent portal. Parents can request access to the system any time during the school year. For parents who do not request access, the school strongly encourages participation. Parents are notified from the district and at the local school level when students are not in attendance. They are sent 5 and 10 day unexcused absence letters through certified mail. They must also ensure their child is in attendance and on time everyday. Students at Whistler receive homework nightly. Parents are to check folders, review homework packets, and remain in communication with teachers. Teachers are required to submit a monthly call log, to show evidence of ongoing communication with parents around student academics, attendance and behavior.

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 will be able to participate in monthly PAC meetings. In these meetings, parents will be included on decision making about areas of concern, updated on changes and informed about how the education of their children will be positively affected by these changes.

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).

Teachers host data conversations with their students quarterly. These meetings with individual students are for teachers to inform them of their current data, goal-set with students, discuss areas of concern, and strategies for improvement. All students are aware of their growth targets and work collaboratively with teachers to ensure that the targets are met. Students must adhere to school-wide expectations for attendance, behavior, & academics.

## 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 goal is for teachers, staff members and administration to engage in ongoing, school-to-home and home-to-school communication with parents so they can know learn how to best support their child's learning at home, and also to foster relationships that will allow school staff members to learn from our families about their child's strengths and needs. Through shared communication and decision-making on the best interest of the child, we will see an increase in student academic achievement.

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

| Account(s) | Description | Allocation |
|---|---|---|
| 51130, 52130 | **Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ [Amount] .00 |
| 53405 | **Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500. | $ [Amount] .00 |
| 53205 | **Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC | $ 300 .00 |

meetings, trainings and workshops.

| | | | |
|---|---|---|---|
| 54125 | **Consultants**<br>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) | $ 1000 | .00 |
| 54505 | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $ 300 | .00 |
| 54205 | **Travel**<br>Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ Amount | .00 |
| 54565 | **Reimbursements**<br>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. | $ 300 | .00 |
| 53510 | **Postage**<br>Must be used for parent involvement programs only. | $ Amount | .00 |
| 53306 | **Software**<br>Must be educational and for parent use only. | $ Amount | .00 |
| 55005 | **Furniture and Equipment**<br>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. | $ Amount | .00 |