



George Leland Elementary School (/school-plans/264) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Palisha Daugherty	Assistant Principal	PTSmith1@cps.edu	Has access
Lenard Robertson	Dean of Students	ldrobertson@cps.edu	Has access
Rodney States	Diverse Learner teacher	rlstates@cps.edu	Has access
Susan Lee-Warner	Teacher/PPLC/LSC	sylee-warner@cps.edu	Has access
Larry Smart	teacher	llsmart@cps.edu	Has access
Kelly Bodkin	Art Teacher	kabodkin@cps.edu	Has access
Angelia Stewart	Attendance Clerk	astewart13@cps.edu	Has access
Lesha Barber	LSC	lbarber725@gmail.com	Has access
Rhonda Chester	ESP	rmchester@cps.edu	Has access
Remi White	Teacher	rnwhite@cps.edu	Has access
Yolanda Sanders	STEM Coach	ybsanders@cps.edu	Has access
Stephen Godfrey	STEM Coach	scgodfrey@cps.edu	Has access
Jacqueline Portee	Teacher	jimportee@cps.edu	Has access
Courtney Banks	Teacher	crbanks@cps.edu	Has access
Lynette McNeal	Teacher	lmcneal@cps.edu	Has access
Andrea Pearson	Parent	adpearson2@cps.edu	Has access

Team meetings

Date	Participants	Topic
04/28/2016	CIWP Team, ILT	Introduction to CIWP, SEF
04/29/2016	Ivy, Daughrity, Robertson, CIWP Team	SEF School Culture
05/04/2016	Teachers, LSC, Ivy, Daughrity, GLT	SEF Frameworks, CIWP Framework Priorities
05/11/2016	Teachers, Ivy, Daughrity, Flex Day	Curriculum and Quality of Teaching, Curriculum Mapping Math, Refelections
05/12/2016	Barber, Pearson, Daughrity, Sanders, Bodkin, McClain, McNeal, Portee, Robertson,	Setting Goals for 2016 - 2017
05/18/2016	Teachers, Ivy, Daughrity,	Curriculum, Quality of Teaching, Instructional Rigor, Literacy Mapping
06/06/2016	STEM Exc. Dir. Ruykia Curvey-Johnson, Ivy, Daughrity, Sanders, Godfrey	STEM Inclusion and Integration
06/08/2016	Classroom teachers, Daughrity, Ivy, Sanders, Godfrey	Data conversations
05/13/2016	S. Carle, Ivy, Daughrity	CIWP Progress
05/23/2016	S. Carle, Ivy	CIWP Feedback
05/18/2016	PAC, LSC, Ivy	CIWP, Culture and Climate, SGSA Fund Compliance, Parent Budget, Parent Compact, Parent Involvement Policy
02/01/2016	PAC, LSC, Ivy	PAC Title 1 Budget
02/18/2016	ILT, Ivy, Daughrity	MTSS Problem Solving, Thermal Report, School-Wide Goals
02/03/2016	Classroom Teachers, Ivy, Daughrity	Attendance, Balanced Literacy
03/17/2016	ILT, Ivy, Daughrity	Attendance, Assessment data
03/17/2016	PLC Erikson, Bluford, Banks, Hardy, McMurtry	Math instruction, Math Talks, Student Discourse
04/14/2016	Erikson Administrator Academy, Ivy, Daughrity, Lee-Warner, Liddell	Math alignment with CCSS

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

SY15/16 Five Essentials: Effective Leaders is rated as Strong (SY 14-15 as Neutral). 64% of Leland's staff believes there is a positive collaboration between the Principal and Staff in the implementation of a shared vision. This shared vision consist aligning people, programs, and resources on sustaining the overall improvement of Leland. 77% of the staff indicates a strong coherence in programming. Leland's programs are coordinated and consistent with its goals for student learning. Teachers and staff state they are provided support the implementation and sustainability when starting a new initiative. There is a 89% agreement from teachers and staff in that curriculum, instructions and learning materials are well coordinated and streamlined across the same as well as, the different grade levels and student populations at Leland. 68% of the teachers and staff indicate there is a strong teacher - principal trust and respect 43% of teachers feel they have any influence in a broad range of decisions regarding school policies and practices. These indicators are based upon the following: How discretionary funds are allocated, determining the content of in-services, determining books and other instructional materials, establishing curriculum and instructional programming and level.

Collaborative Teachers is rated as Strong (SY14/15 rated as:Neutral). Leland received a score of 62% across five key indicators: Collaborative Practices 76% of the teachers feel strongly in regards to observing each others' practices, working together to review assessment data and developing instructional strategies; Collective Responsibility 41% are neutral when it comes to accepting responsibility for the overall success for ALL of Leland's students. Data indicates the teachers are more inclined to accept responsibility for students assigned to them but not the overall student body.; When it comes to Quality Professional Development 90% of Leland's staff feels very strongly in that they are receiving rigorous, focused professional development committed to improving student learning. Teachers indicate the pd allows for "safe implementation", opportunities for collaboration and feedback, and is sustained and coherently focused.; School Commitment 48% neutral and Teacher-Teacher Trust 55% neutral.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

SY15/16 Five Essentials: Instructional Leadership is rated as Strong (SY14-15 rated as Strong) Over 92% of the teachers report confidence in that the ILT: knows what's going on in their rooms; provide them with useful feedback to improve their teaching; provide the support needed to improve instructional practices; presses for teachers to implement what has been learned in through professional development; communicates a clear and consistent vision for the school; and establishes clear expectation for meeting instructional goals. Additionally, the ILT continuously review action plans and practices, revising as needed; engage in honest and reflective about our practices; willing to let learn from those that have implemented best practices that work; use the MTSS Problem solving protocol; Objective and purpose established before every meeting; data (Dashboard, attendance, interim assessments, student work, NWEA, MClass Assessments) used to drive decisions at meetings; 16 members comprise the make up of the ILT team. The members represent every grade band, attendance, discipline, behavioral, diverse learners population, speciality content and support staff; ILT calendar set from beginning of instructional year; Agenda has clear objectives, goals and allows for next steps, sign-in sheet (Drive ILT Folder with relevant information); ILT members responsible for taking information make to their team on team meeting day. The Leland ILT at MOY was rated partially effective based on ILT effectiveness rubric.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

SY15/16 Five Essentials: Quality Professional Development is rated as Very Strong (SY14-15 rated as Very Strong) 90% of the teachers report professional development as rigorous and focused on student learning; Includes opportunities to work productively with teachers from other schools; they are given time to think carefully, try and evaluate newly implemented practices and strategies; Includes opportunities to work productively with their colleagues in the school; and involved in the CIWP process. Leland has partnerships with Erikson and Depaul for Math support; Teacher Leaders share and provide support where needed for reading and math; Math PLP team; PLC established and delivered professional learning based upon teachers surveyed needs; 40 STEM hours required of staff consist of 12 hours in house training by STEM Coaches, and 18 self-directed hours; peer walkthroughs with opportunities for sharing feedback; peer coaching amongst the grade bands and content specialities; Conducted 2 book studies for literacy and math; Make and Take workshops conducted to support literacy and student engagement; Discovery Learning with STEM concentrating on real world relevance and student engagement; Scientific Research-based intervention/MTSS professional development conducted by case work; social emotional professional development conducted by psychologist; Teachers and staff seek out personal professional development to enhance their professional practices (Golden Apple, STEM, MClass Amplify); instructional learning structures implemented with very little monitoring so teachers would feel safe trying new strategies, refine skills, grapple with the implementation and to share knowledge and pedagogical skill; Beyond Weekly Grade Level Mtgs teachers also meet in self directed grade band teams; teachers have formed peer coaching opportunities for themselves to explore instructional best practices; Teachers/staff are building trusting and safe collegial relationships; REACH observations conducted with reflective, actionable and practical feedback.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides

Score

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.

CIWP team reflects on the results of the My Voice My School survey. On the Five Essentials, our school is organized. There is a reflection student data by grade level and gender to address the needs and targets with grade levels, ILT and LSC. The state reports that Leland has a 92% teacher retention rate. The following community partners assist with a variety of resources: NOBLE, BUILD, Space to Grow, DePaul University, TutorMate, ERIKSON Institute, Kitchen Community, Discovery Education, and Loretto Hospital. Leland has built within its academic schedule M.T.S.S. blocks to address students' individual academic needs.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Curriculum:

Score

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

1 2 3 4

SY15/16 Five Essentials: Program Coherence is rated as Strong (SY14-15 rated as Strong) 77% of the teachers report time, thought and effort are present when coordinating curriculum across the different grade levels. Curriculum maps for Language Arts and Mathematics are aligned to the Common Core State Standards; Scope and Sequence for math and language arts are paced to ensure all standards are taught for mastery; formative assessments are analyzed for mastery of standards; Math and literacy curriculum are vertically aligned across the grades; Math curriculum (Go Math K - 8th) includes the essential understandings and planned for depth of mastery; Literacy standards are grouped and paced according to our book study of Text Dependent Questions by Doug Fisher; the literacy standards were shared and integrated into the science and social science units of study; Interim assessments were developed and used for both literacy and math to monitor students' mastery of the standards; Units of study and curriculum maps developed with input from diverse learner teachers; appropriate accommodations and modifications were integrated to support diverse learners; Problem-based training and units of study developed in a limited number of classrooms based upon partnerships with Peggy Norbert Museum, Museum of Science and Industry and ISMA.

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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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

1 2 3 4

Go Math has a wealth of resources for use by students and teachers including an embedded technology component; Instructional materials are aligned to curriculum maps and units of study; Literacy resources include a leveled (F&P) bookroom for grade 1 - 5; A vast collection of exemplary text that exemplify the level of complexity and quality demanded by CCSS; Literacy interim assessments aligned to CCSS and units of study; Adoption/integration of limited STEMscope kits aligned to NGSS; additional support for math and literacy is found in Ready Common Core, Compass Learning, STEM lab engagement, Design Challenge implementation and competition (First LEGO League), one-to-one technology in grades 2 - 8 to support the integration of technology across the curriculum; Problem-based Learning to promote real life application in a limited number of classrooms with transdisciplinary planning and support from STEM coaches; Go Math offers differentiated learning opportunities to support the needs of all students;

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

Rigorous Student Tasks:

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

Score

1 2 3 4

SY15/16 Five Essentials: Ambitious Instruction is rated as Neutral (SY14-15 rated as Neutral) 46% of the students report a disconnect during instructional discourse and that of teachers' academic expectation. Students engaged in quarterly Design Challenges, MARS Tasks are included with math chapter assessments; high learning expectations are conveyed for some students; School-wide Design Challenge Competitions (bridges, edible cars)

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

High school partnership with Michele Clark S.T.E.M. School; High School Counselors and Recruiters from several high schools conducted informational assemblies with seventh and eighth graders; Junior Achievement Days to stress STEM focus; attended S.T.E.M. Fest to learn about various STEM careers and academic pathways in college/university; research colleges with school counselor; set personal learning goals

Guide for Transitions, College & Career Access & Persistence

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

- want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Small group instruction within some classrooms at all grade levels however, less than 50% of total classes utilize small group instruction on the regular basis. There is not a high level of questioning that encourages critical thinking, analysis, and are open-ended for example. Math talks are taking place in more than 50% of math classrooms. However, additional support will be required in developing ways to increase student discourse. Eight (8) teachers are currently on PdP as defined by district.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

The school is characterized by full implementation of 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

Teacher and student schedules allow for a MTSS block; retained students in grades 3, 6 and 8 were placed on a personal learning plan; 80% set as the mastery level for learning at Leland. Students are Tiered based upon the mastery of the standards; Some teachers individualize instructions based upon students' needs; progress monitoring of TRC to monitor the effectiveness of scientifically research-based literacy interventions; Compass Learning quizzes and teacher made assessments used to progress monitor NWEA; small group instructions/guided reading based upon formative assessment data; College and Career Tracking form used to track students' progress; monitoring and recognition of On-Track students; supports provided by attendance clerk and A Knock-at-Midnight to intervene or prevent chronic absenteeism; Off track report used to establish supports and interventions for students receiving less than a C in language arts and mathematics; five and ten day notices mailed, home visits, parent/administrator conferences, a Knock-at-Midnight, dedicated attendance clerk; institutionalize weekly and monthly attendance acknowledgements, attendance incentives, awards assemblies for academics and attendance, Some teachers indicate the monitoring of students requiring and receiving targeted and intensive instruction/interventions in their lesson plans.

Guide for Multi-Tiered System of Support

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

- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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

1 2 3 4

A combination of formative and summative assessments are used at Leland. Our formative assessments are administered frequently by teachers during an instructional unit to assess student learning as it happens. It also provides information that helps the teacher adjust instruction to improve learning. These include teacher observations, student work, BOY and MOY NWEA and TRC, unit pre-tests, exit slips, quizzes, etc. Interim assessments are used as both summative and formative assessments. They are administered every five weeks. Interim assessments are used to evaluate student progress on common content standards or benchmarks that students must master to be on track to reach end-of-year learning goals. Teachers adjust instructions to address identified gaps in student mastery. This data is sometimes used to combine and compare data across classrooms and allow teachers to work collaboratively to develop appropriate instructional responses. These include unit pre-test, end of unit assessments, progress monitoring of TRC and NWEA (Compass Learning). Summative assessments (NWEA, TRC, EOY curriculum assessments, REACH Performance Task) are used to measure a student's growth for the year.

Leland adopted an uniform grading scale and policy for the 2015 - 2016 school year. As identified by the ILT, it requires additional adjustments be made.

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Leland has a score of 24 indicating a need for additional support for academic work, professionalism, safety, and student to teacher trust.

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 **2** 3 4

Our school community members want their interactions with others to produce positive outcomes even when the interaction began negatively. Parents rely on the professional ethics and skills of our staff to ensure their children's welfare and learning. Teachers work is being supported within work conditions for their practice, which is demonstrated by the actions of administrative team. Our school administration is fair, effective, and efficiently manage school operations. We seek and value good community relations and understand this objective requires concerted effort from all school staff.

Guide for Relational Trust

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

- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Girls and Boys Basketball teams, volleyball, flag football, STEM Club, Project Syncere, First LEGO League, Academic enrichment and interventions offered after school and Saturday, social and emotional support offered through BUILD and NOBLE

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

Have safety procedures in place to ensure the safety of all stakeholders; CHAMPS implemented in primary and intermediate classrooms to manage classroom procedures; Emergency Evacuation policies and procedures are practiced regularly; teachers given time to practice and establish classroom routines and procedures with students; PBIS lessons plans to teach positive behavior expectations; Arrival, dismissal and other school-wide transitions are improving and adjusted as needed to ensure a safe and orderly climate; Active supervision is used by some personnel in all setting; (dean of students, administrators, parent workers, security officers and SECAs supervise recess, cafeteria and hallways; middle school teachers step into the halls during transitions to supervise student movement); Culture and Climate Team oversee the distribution of Mustang Bucks which are used to reinforce positive student behavior. Staff Handbook includes clear expectations and criteria established for office referrals versus classroom managed behavior.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 3 4

When there is a conflict between students, staff, or community members, we begin a process of mediation. We discuss the issues and give all parties opportunity to express feelings. All supportive staff members are on hand to lend expertise to the situation. Parents/students/teachers/admin conferencing is widely used to give everyone involved opportunity to be heard in restorative conversation. All available interventions offered by the district are out to use, SMART Program, B.U.I.L.D. Mentorship Program. Teachers have also developed a system where students can consult, check in with staff members that they may feel comfortable with to help resolve issues.

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

Parent Partnership:

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.

We have developed partnerships within the community as well as outside. We have a established Parent Mentor Program to support instruction within the classroom. We've hired parent workers to help monitor hallways and recess. All parents have the opportunity to volunteer within the school upon successful completion board requirements. Report-Card pick-up dates are scheduled and communicated with parents via flyers, marquee messages, and News Letters. Individual phone calls are made to student homes as well. Several classroom teachers host parent nights within their classroom/grade band to increase parent knowledge of instruction being delivered. Leland has hosted family nights such as: S.T.E.M., Literacy, Grade Level Specific, School-Wide Assemblies, Thanksgiving Event, Christmas Event, Space to Grow, Open Lands, Kitchen Community, and Common Threads. All of these programs are designed to encourage parents to take a active role within the school.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

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				
Based upon student mid-year performance within reading on NWEA, student within 3rd grade met projected growth at 39%; 4th grade 20%; 5th grade 34%; 6th grade 41%; 7th grade 48%; and 8th grade 42%. As a result we are seeking an average increase of 3%-10% from mid-year to end-of-year.	10.00	17.00	50.00	55.00

National School Growth Percentile - Math

Based upon student mid-year performance within math on NWEA, student within 3rd grade met projected growth at 61%: 4th grade 35%; 5th grade 32%; 6th grade 43%; 7th grade 44%; and 8th grade 58%. As a result we are seeking an average increase of 10%-15% from mid-year to end-of-year.

4.00 26.00 50.00 55.00

% of Students Meeting/Exceeding National Ave Growth Norms

Based upon student mid-year performance we expect an average growth of 10% of students within grade bands 3-8 towards National Ave Growth Norm as determined by NWEA.

44.00 (Blank) 25.00 35.00

African-American Growth Percentile - Reading

Based upon student mid-year performance within reading on NWEA, student within 3rd grade met projected growth at 39%: 4th grade 20%; 5th grade 34%; 6th grade 41%; 7th grade 48%; and 8th grade 42%. As a result we are seeking an average increase of 3%-10% from mid-year to end-of-year.

9.00 18.00 50.00 55.00

Hispanic Growth Percentile - Reading

N/A

(Blank) (Blank) 0.00 0.00

English Learner Growth Percentile - Reading

N/A

(Blank) (Blank) 0.00 0.00

Diverse Learner Growth Percentile - Reading

Based upon student performance within 3rd grade student performance decreased by -3.17 points of the expected 15.00 growth target; 5th grade reached 3.75 points of the projected 7.52 growth target; 6th grade reached 15.33 points to exceed the projected growth target of 13.33 points; 7th grade reached 11.33 points to exceed the 9.67 projected growth points; 8th grade student performance decreased by -5.25 points of the expected 5.75 growth target.

1.00 3.00 30.00 45.00

African-American Growth Percentile - Math

Based upon student mid-year performance within math on NWEA, student within 3rd grade met projected growth at 61%: 4th grade 35%; 5th grade 32%; 6th grade 43%; 7th grade 44%; and 8th grade 58%. As a result we are seeking an average increase of 10%-15% from mid-year to end-of-year.

4.00 26.00 50.00 55.00

Hispanic Growth Percentile - Math

N/A

(Blank) (Blank) 0.00 0.00

English Learner Growth Percentile - Math

N/A

(Blank) (Blank) 0.00 0.00

Diverse Learner Growth Percentile - Math

Based upon student performance within 3rd grade reached 6.50 points of the projected 14.50 growth target; 5th grade student performance decreased by -9.33 points of the expected 10.67 growth target; 6th grade reached 2.20 points of 9.40 expected growth; 7th grade reached 2.00 points of the expected 7.00 projected growth points; 8th grade reached 4.75 points of the expected 5.25 growth target.

4.00 7.00 30.00 45.00

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

Based upon student mid-year performance we have seen a movement of students from quartile 1 into quartile 2, which has allowed student growth towards National Norm as determined by NWEA.

3.00 9.00 30.00 50.00

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

Based upon student mid-year performance we have seen a movement of students from quartile 1 into quartile 2, which has allowed student growth towards National Norm as determined by NWEA.	1.00	5.00	20.00	40.00
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National School Attainment Percentile - Reading (Grade 2)

Review of NWEA data and TRC indicates 35% of students are performing at or above the national norm.	21.00	5.00	45.00	55.00
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National School Attainment Percentile - Math (Grade 2)

Review of NWEA data indicates 39% of students are performing at or above the national norm.	13.00	6.00	49.00	60.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

Based on historical attendance data Leland has a fluctuating student attendance rate ranging from 91%-93%.	92.30	92.80	94.00	95.00
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My Voice, My School 5 Essentials Survey

We have seen a increase in rating from partially organized to organized resulting in a 2 point increase as measured by CPS. According to standards set by the results of 5 Essential Survey, state that schools strong on at least three (3) out of five (5) essentials are ten (10) more likely to improve student learning. As a result, Leland continues to seek improvement in student learning, attendance, increase graduation rate of student from high school, retain teachers, and continue to promote a college going environment.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

There will be an increase in teacher conversation on school math data to determine appropriate instruction to meet student academic needs.	Established protocols for common assessments and data analysis of math instruction and increase the overall percentage of students meeting proficiency on NWEA math by 5-10%	increase the amount of students who will reach attainment and growth goals according to NWEA national norms.
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Tags:

Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement

Area(s) of focus:

1, 3, 2

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Establish a math team of teacher leaders that meets bi-monthly	Principal, Asst. Principal, Math Coordinator	Aug 26, 2016 to Jun 23, 2017	Agendas, minutes, and action plans from meetings. Scheduled meetings on calendar. 10/2016 - (K-2) Remi White, (3 - 5) Alyce Brewton, (6-8) James Anthony	Completed
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Academic supports, Professional learning community, Academic achievement, Professional development

Math team will analyze quarterly grade data to monitor student success	Principal, AP	Jun 1, 2016 to Jun 30, 2017	Agendas, minutes, and action plans from meetings. Scheduled meetings on calendar. Teachers are currently reviewing Fall 2016 NWEA data; Submission of student chapter assessment to begin 10/17/2016	On-Track
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Data driven instruction, Accountable talk, Data planning, Data meeting, Data cycles, Data-driven culture

Create an action plan to increase the number of students attaining standards mastery at 80% for math interim assessments	Sanders	Jun 1, 2017 to Jun 2, 2017	Data wall, College Ready Tracking form Collection of Chapter Assessments to begin 10/17/16	Not started
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Academic gain, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Data cycles, Data-driven culture, Academic achievement, Data collection

ILT team, Math Leaders and classroom teachers Identify interventions and or additional academic supports based on analysis of identified assessment	Sanders, Brooks-Paige	Oct 17, 2016 to Jun 30, 2017	MTSS Binders, Intervention Logs, Tracking forms Students have been identified, TIERED and initial interventions have been placed into the MTSS Logger (Grade book)	On-Track
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MTSS, ILT, Accountability, Academic supports, Instruction planning, Individualized educational plans, Individualized instruction, Instructional focus, Instructional interventions

Grade levels will develop a math scope and sequence aligned to the CCSS	Classroom Teachers, AP	May 11, 2016 to Jun 21, 2016	Curriculum maps, student work calendar, pacing schedules, assessment calendar, instructional binder	On-Track
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Academic expectations, Curriculum mapping, Curriculum alignment

Develop a grade specific pacing for Go Math!	Classroom Teachers, AP	May 11, 2016 to Jun 21, 2016	Curriculum maps, student work calendar, pacing schedules, assessment calendar, instructional binder	On-Track
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Curriculum map, Pacing guide

Develop a formative/summative assessment schedule for math aligned to CCSS	Classroom Teachers, AP	May 11, 2016 to Jun 21, 2016	Curriculum maps, student work calendar, pacing schedules, assessment calendar, instructional binder	On-Track
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Performance tasks, Assessment design, Schoolwide assessment

Monitor progress of NWEA Math target groups for proficiency and advancement using Compass Learning	Principal, AP	Oct 28, 2016 to Jun 30, 2017	Compass Weekly reports	Not started
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Progress monitoring, Student growth, Targeted instructional area

implement a balanced literacy block which also includes guided reading groups based on RiT bands or TRC levels, integrate complex text so that it's accessible to all students, develop literacy stations connected to text

increase the overall percentage of students meeting proficiency on NWEA reading by 5-10%





increase the amount of students who will reach attainment according to NWEA national norms.

Tags:

Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture

Area(s) of focus:

1, 2, 3, 4

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Develop a primary literacy plan of action for SY17 and SY18	Literacy teacher leaders, Principal, AP	Jul 25, 2016 to Aug 31, 2016	Curriculum scope and sequence Meeting held 8/2016	Completed
Academic expectations				
Develop an intermediate literacy plan of action for SY17 and SY18	Literacy teacher leaders, Principal, AP	Jul 25, 2016 to Aug 31, 2016	Curriculum scope and sequence Meeting held 8/2016	Completed
Academic expectations				
Develop a middle school (7 & 8) literacy plan of action for SY17 and SY18	Literacy teacher leaders, Principal, AP	Jul 25, 2016 to Aug 31, 2016	Curriculum scope and sequence Meeting held 8/2016	Completed
Establish a Literacy team of teacher leaders that meets bi-monthly	Principal & AP	Jul 25, 2016 to Aug 5, 2016	Schedule, Agenda, Minutes from meetings (K-2) Diane Bluford, (3-6) Jacqueline Portee, (7-8) Melaine White	Completed
Teacher Teams/Collaboration				
Literacy team will analyze quarterly grade data to monitor student success	Literacy teacher leaders & ILT	Oct 17, 2016 to Jun 14, 2017	MTSS binder, Schedule, Agenda, Minutes from meetings	Not started
MTSS, Data analysis, Data driven instruction				
ILT team and classroom teachers Identify interventions and or additional academic supports based on analysis of identified assessment	Brooks-Paige, Godfrey	Oct 17, 2016 to May 22, 2017	MTSS binder Grade Level Mtg the weeks of Oct. 3, 10, 17	On-Track
Create an action plan to increase the number of students attaining standards mastery at 80% for language arts	Godfrey	Oct 17, 2016 to Jun 14, 2017	Action plan On-Track College Readiness Form; Identification of targeted students; instructional paths to be identified	Not started
MTSS				
Grade levels will develop a language arts scope and sequence aligned to the CCSS	Classroom teachers & AP	May 11, 2016 to Jul 29, 2016	Curriculum scope and sequence, assessment calendar, pacing guide Meeting held 8/2016	Completed

Curriculum mapping, Curriculum alignment

Develop a grade specific pacing for Language Arts	Classroom teachers & AP	May 11, 2016 to Jul 29, 2016	Curriculum scope and sequence, assessment calendar, pacing guide Meeting held 8/2016	Completed
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Curriculum Design, Standards-based instruction

Develop grade Language Arts curriculum aligned to the CCSS	Classroom teachers, Principal, AP	May 11, 2016 to Jul 29, 2016	Curriculum scope and sequence, assessment calendar, pacing guide Meeting held 8/2016	Completed
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Curriculum mapping

Monitor progress of NWEA Reading target groups for proficiency and advancement using Compass Learning	Godfrey	Oct 17, 2016 to Jun 14, 2017	Compass Learning reports & College and Career tracking forms waiting on the update of Learning Paths from Compass Learning Tech Support	Not started
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MTSS, Data driven instruction, Small group instruction

ILT team will monitor classroom environment for the inclusion of vocabulary, Greek and Latin roots and strategies.	ILT	Oct 17, 2016 to Jun 14, 2017	Word walls & Anchor charts	Not started
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Vocabulary, Classroom environment, Classroom observations

Use literacy data to target specific instructional foci for students, class, grade level and school	Principal & AP	Oct 17, 2016 to Jun 12, 2017	NWEA & MTSS binder Grade level meetings 10/10,17,	On-Track
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Data driven instruction, Vocabulary

Monitor classroom instructions and lesson plans for the implementation of Balanced Literacy	Principal, AP, Godfrey	Sep 6, 2016 to Jun 14, 2017	Lesson plans, REACH, Classroom visits monitoring form REACH Observations are in process	On-Track
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Instructional practices, Lesson planning

For grades 3 – 6 Implement a balanced literacy block which also includes guided reading groups based on RIT bands	Principal & AP	Sep 19, 2016 to Jun 2, 2017	REACH, Classroom visit monitoring/feedback form, lesson plans, teacher schedule, MTSS binder	Completed
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Balanced literacy, Standards-based instruction, Data driven instruction, Guided reading

For grades 7-8 Implement a balanced literacy block which also includes guided reading groups based on RIT bands	Principal & AP	Sep 19, 2016 to Jun 2, 2017	REACH, Classroom visit monitoring/feedback form, lesson plans, teacher schedule, MTSS binder	Completed
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Balanced literacy, Standards-based instruction, Data driven instruction, Guided reading

For grades K - 2 Implement a balanced literacy block which also includes guided reading groups based on TRC levels

Principal & AP

Sep 19, 2016 to Jun 2, 2017

REACH, Classroom visit monitoring/feedback form, lesson plans, teacher schedule, MTSS binder

On-Track

Balanced literacy, Standards-based instruction, Data driven instruction, Guided reading

For grades 3 – 6 Integrate the use of complex text so that it is accessible to all students (Use Appendix B of CCSS for Titles)

Principal & AP

Sep 19, 2016 to Jun 2, 2017

P.O.'s, Curriculum maps, Lesson plans
Books and supplements purchased for classroom usage, many class sets purchased

Completed

Instructional practices, Instructional materials, Standards-based instruction

For grades 7-8 Integrate the use of complex text so that it is accessible to all students (Use Appendix B of CCSS for Titles)

Principal & AP

Sep 19, 2016 to Jun 2, 2017

P.O.'s, Curriculum maps, Lesson plans
Books and supplements purchased for classroom usage, many class sets purchased

Completed

Instructional practices, Instructional materials, Standards-based instruction

For grades K - 2 Integrate the use of complex text so that it is accessible to all students (Use Appendix B of CCSS for Titles)

Principal & AP

Sep 19, 2016 to Jun 2, 2017

P.O.'s, Curriculum maps, Lesson plans
Books and supplements purchased for classroom usage, many class sets purchased

Completed

Instructional practices, Instructional materials, Standards-based instruction

Implement the use of text connected and standards aligned literacy stations PK - 8

Principal & AP

Sep 19, 2016 to Jun 2, 2017

Literacy stations, student artifacts, classroom visits

On-Track

Instructional practices, Instructional materials, Standards-based instruction

Train teacher on proper usage of RIT bands while providing resources around identifying tiered supports and creation of small groups

Brooks-Paige, NWEA Consultant, AMPLIFY Consultant

Sep 19, 2016 to Jun 7, 2017

College and Career Readiness Tracking form, MTSS Binder, Intervention Logs October 2016

On-Track

Differentiated instruction, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Individualized educational plans, Learning progression, Effective instruction, Nwea learning, Learning continuum, Data-driven culture, Interventions and supports

Purchase supplemental literacy materials aligned to CCSS to bridge identified curriculum deficiencies (Ready Common Core, Compass Learning, Classroom Novel sets)

Assistant Principal

Jul 29, 2016 to Sep 16, 2016

P.O.'s, Curriculum maps, Lesson plans
Ready Common Core, Complex Text, Reading Streets for Kindergarten and Compass Learning purchased 8/2016

Completed

Aligned resources, Academic supports, Instructional resources

Strategy 3

If we do...

teach PBIS systems to increase positive behavior in all settings; develop teacher/student M.T.S.S. interventions; recognition when behaviors are met

...then we see...

students meeting school-wide expectations around culture and climate; increase M.T.S.S. staff/student accountability on developing a positive culture and climate; increase stakeholders involvement in activities to promote school pride.

...which leads to...

decrease in the number of ISS,OSS, and detentions by 20%; reduce classroom disruptions (teasing, bullying, physical aggression, etc) by 50% as evident by Dashboard Report; consistent enforcement of school rules; improved learning environment

Tags:

Attendance, Student engagement, Student achievement, Culture and climate

Area(s) of focus:

4, 1, 2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Development of strategic plan focused on conflict resolution, attendance, effort, study/organizational skills, social skills, and decision-making	Principal Asst. Principal Dean of Students	select	Reduction in SCC violations, increase in student conflict being resolved in nonviolent manner	On-Track
Development of PBIS Team focused on student attendance, Peer Resolution, and Behavior Intervention Team (BIT)	Dean of Students Classroom Teachers Students Related Services Team Principal Asst. Principal	Sep 19, 2016 to Jun 23, 2017	Increased student attendance, decrease of discipline infraction by 50%	Behind

Climate and Culture, Behavior supports, Attendance plan

PBIS Team will meet monthly to conduct data chats and to implement/monitor a system to support and reduce student violations of SCC. Monthly data chats with grade level teams on PBIS data and completion of climate walk-throughs	Dean of Students Classroom Teachers Students Related Services Team Principal Asst. Principal	Sep 19, 2016 to Jun 23, 2017	Agendas, Minutes, Walk through monitoring forms	Behind
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Climate and Culture, Behavior supports, Classroom environment, Attendance plan

Strategy 4

If we do...

Develop attendance action plan

...then we see...

an increase in student attendance

...which leads to...

a 2-3% increase in attendance by the end of SY18

Tags:

Attendance, Analyze data, Attendance plan, At risk, Attendance rate

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Monitor student's daily attendance to increase the awareness of parents, staff and students of Leland's attendance goals and expectations	Attendance Coordinator, Principal, AP	Sep 6, 2016 to Jun 30, 2017	Increase in student attendance	On-Track

Student attendance, Attendance rate

Recognize PK-8th students meeting established attendance criteria for the week, month, quarter, semester and the year	Dean of Students & Attendance Clerk	Sep 6, 2016 to Jun 30, 2017	Increase in student attendance	On-Track
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Student attendance, Attendance rate

Post and articulate school wide goals as well as weekly and monthly attendance percentages	Dean of Students & Attendance Clerk	Sep 6, 2016 to Jun 30, 2017	Increase in student attendance of student population	Behind
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Student engagement, Data dashboard, Attendance rate, Attendance incentives

Counselor and school clerk will work with the school administration to identify students that need targeted support and develop individualized attendance interventions	Counselor, Attendance Clerk, Principal and AP	Sep 6, 2016 to Jun 30, 2017	Increase in student attendance of targeted students	Behind
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Data analysis, Data tracking, Attendance contracts

Collaborate with A Knock at Midnight to improve attendance for K-8 grade student	A Knock at Midnight, Principal, AP, Dean of Students	Sep 6, 2016 to Jun 30, 2017	Increase in student attendance of targeted students	Cancelled
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Community partnerships, Community resources

Conduct conferences and home visits with parents of students as outlined in Leland's Attendance Policy and CPS's attendance policy	Principal, AP, A Knock at Midnight	Sep 6, 2016 to Jun 30, 2017	Increase in student attendance of targeted students	Behind
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Parental involvement, Parent communication

Attendance reports from Dashboard will be shared with staff during grade level meetings and ILT meetings; action plans will be created and monitored on an ongoing basis	Dean of Students & Attendance Clerk	Sep 6, 2016 to Jun 30, 2017	Increase in student attendance of targeted students	Behind
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Data analysis, Data tracking, Data dashboard

Conduct monthly attendance deep dives to target specific students and provide intervention support	ILT, Principal, AP, Attendance Coordinator	Sep 6, 2016 to Jun 30, 2017	Increase in student attendance of targeted students	Behind
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Culture of learning, Data analysis, Student accountability, Data dashboard, Data-driven culture

Monitor staff's daily attendance to increase the awareness of high absenteeism and tardiness in correlation with Leland's attendance goals and expectations	Principal & AP	Sep 6, 2016 to Jun 30, 2017	Increase in staff attendance	On-Track
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Culture of learning, Culture and climate, School-wide expectations

Strategy 5

If we do...

...then we see...

...which leads to...

Monitor student achievement by teams and implement a systemic response to student learning

increased academic rigor; teacher collaboration; improved instructional practices

Meeting our SQRP Targets in math and reading. and see at least a 10% increase of academic growth in reading and mathematics as documented on SQRP using the NWEA data.

Tags:

21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness

Area(s) of focus:

2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Establish a protocol for looking at student work

ILT, Principal, AP

Aug 29, 2016 to Aug 31, 2016

Student protocol tool

On-Track

Academic rigor, Student feedback

Review student work and provide effective feedback that assist in informing instructional practices

Classroom Teachers

Oct 17, 2016 to Jun 23, 2017

Student artifacts

Not started

Data driven instruction, Student expectations, Academic rigor, Student feedback, Student centered

Align MARS performance tasks into the Mathematics Scope and Sequence at every grade level

PBL

Jul 11, 2016 to Jul 15, 2016

Assessment Calendar, Scope & Sequence

Completed

Standards-based instruction, Performance tasks, Academic rigor

Establish performance task for Language Arts/Social Science

PBL

Aug 30, 2016 to Jun 30, 2017

L.A./S.S. performance task, Artifacts

Completed

Standards-based instruction, Performance tasks, Academic rigor

Establish performance task for Science

PBL

Aug 30, 2016 to Jun 30, 2017

Science performance task, Artifacts

Not started

Standards-based instruction, Performance tasks, Academic rigor

Provide training on Rigor/Relevance Framework during grade level meetings and teacher professional development days

Principal & AP

Aug 31, 2016 to Jun 30, 2017

Agendas, Minutes, & Handouts

Not started

21st century skills, Standards-based instruction, Performance tasks, Academic rigor

Monitor the integration of Georgia Common Core Mathematic Units and MARS Task	Sanders	Sep 6, 2016 to Jun 30, 2017	Lesson plans, REACH, Artifacts	Behind
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Academic expectations

Establish Monthly Design Challenges	Sanders & Godfrey	Aug 29, 2016 to Aug 31, 2016	School_wide Calendar	Behind
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Rigorous tasks, 21st century skills, Academic expectations, Growth mindset, Student centered

Provide support/training on Webb's Depth of Knowledge (questioning)	Principal & AP	Aug 31, 2016 to Dec 23, 2016	Agendas, Minutes, Artifacts, Lesson plans	Behind
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Academic expectations, Student engagement, Book study, Student centered, Student discourse

Establish a Problem-Based Learning Team	Principal & AP	Jun 17, 2016 to Jun 20, 2016	Established team	On-Track
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Teacher Teams/Collaboration, Teacher leadership

PBL team attends training at the Illinois Mathematics and Science Academy	PBL	Aug 23, 2016 to Aug 25, 2016	Completion of course work, Handouts, Agendas,	Completed
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Teacher Teams/Collaboration, Teacher leadership

PBL team in-service staff on PBL	PBL	Aug 30, 2016 to Apr 28, 2017	Agendas, Minutes, Artifacts, Lesson plans	Behind
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Teacher capacity, Teacher leadership

PBL expectation set and action plan created for implementation in the classroom	PBL	Aug 30, 2016 to Aug 31, 2016	Action plan	Not started
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Teacher leadership

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Establish a math team of teacher leaders that meets bi-monthly</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Academic supports, Professional learning community, Academic achievement, Professional development</p>	Principal, Asst. Principal, Math Coordinator	Aug 26, 2016	Jun 23, 2017	Completed
<p>✚ Math team will analyze quarterly grade data to monitor student success</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Data driven instruction, Accountable talk, Data planning, Data meeting, Data cycles, Data-driven culture</p>	Principal, AP	Jun 1, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Create an action plan to increase the number of students attaining standards mastery at 80% for math interim assessments</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Academic gain, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Data cycles, Data-driven culture, Academic achievement, Data collection</p>	Sanders	Jun 1, 2017	Jun 2, 2017	Not started
<p>✚ ILT team, Math Leaders and classroom teachers Identify interventions and or additional academic supports based on analysis of identified assessment</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, MTSS, ILT, Accountability, Academic supports, Instruction planning, Individualized educational plans, Individualized instruction, Instructional focus, Instructional interventions</p>	Sanders, Brooks-Paige	Oct 17, 2016	Jun 30, 2017	On-Track
<p>✚ Grade levels will develop a math scope and sequence aligned to the CCSS</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Academic expectations, Curriculum mapping, Curriculum alignment</p>	Classroom Teachers, AP	May 11, 2016	Jun 21, 2016	On-Track
<p>✚ Develop a grade specific pacing for Go Math!</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Curriculum map, Pacing guide</p>	Classroom Teachers, AP	May 11, 2016	Jun 21, 2016	On-Track
<p>✚ Develop a formative/summative assessment schedule for math aligned to CCSS</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Performance tasks, Assessment design, Schoolwide assessment</p>	Classroom Teachers, AP	May 11, 2016	Jun 21, 2016	On-Track
<p>✚ Monitor progress of NWEA Math target groups for proficiency and advancement using Compass Learning</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Progress monitoring, Student growth, Targeted instructional area</p>	Principal, AP	Oct 28, 2016	Jun 30, 2017	Not started
<p>✚ ILT team will monitor classroom environment for the inclusion of math vocabulary and strategies</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Classroom environment, Instructional strategies, Instructional resources</p>	ILT	Sep 26, 2016	Jun 2, 2017	Behind
<p>✚ Use math data to target specific instructional foci for students, class, grade level and school during administrative grade level meetings</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Instructional focus, Data-driven culture, Data collection</p>	Math Leaders, Sanders	May 11, 2016	Jun 8, 2016	Completed
<p>✚ Implement differentiated math instruction including small groups based on RIT bands</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Nwea, Data driven instruction, Rit instruction, Analysis of data, progress monitoring, rit instruction, small group instruction, Learning continuum, Rit bands</p>	Brooks-Paige	Oct 7, 2016	Jun 2, 2017	On-Track
<p>✚ Implement the use of standards aligned math stations</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Differentiated instruction, Small group instruction, Individualized instruction, Effective instruction</p>	Brooks-Paige	Oct 7, 2016	Jun 2, 2017	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ Integrate the addition of supplemental programs that address student areas of growth and provide enrichment for their areas of strength</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, After-school, Mentoring, Peer coaching</p>	Sanders	Oct 3, 2016	May 26, 2017	Behind
<p>✦ Math leaders coach teachers on the implementation of best practices</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Instructional Coaching, Peer observation, Peer coaching</p>	Principal, AP	Jul 11, 2016	May 31, 2017	Behind
<p>✦ Provide quarterly training for teachers on proper usage of RIT bands while providing resources around identifying tiered supports and creation of small groups</p> <p>Tags: Academic gain, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic mtss, Academic targets, Academic achievement, Differentiated instruction, Data analysis, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Nwea learning</p>	Brooks-Paige, NWEA Consultants	Sep 26, 2016	Jun 2, 2017	On-Track
<p>✦ Develop a primary literacy plan of action for SY17 and SY18</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Academic expectations</p>	Literacy teacher leaders, Principal, AP	Jul 25, 2016	Aug 31, 2016	Completed
<p>✦ Develop an intermediate literacy plan of action for SY17 and SY18</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Academic expectations</p>	Literacy teacher leaders, Principal, AP	Jul 25, 2016	Aug 31, 2016	Completed
<p>✦ Develop a middle school (7 & 8) literacy plan of action for SY17 and SY18</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture</p>	Literacy teacher leaders, Principal, AP	Jul 25, 2016	Aug 31, 2016	Completed
<p>✦ Establish a Literacy team of teacher leaders that meets bi-monthly</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Teacher Teams/Collaboration</p>	Principal & AP	Jul 25, 2016	Aug 5, 2016	Completed
<p>✦ Literacy team will analyze quarterly grade data to monitor student success</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, MTSS, Data analysis, Data driven instruction</p>	Literacy teacher leaders & ILT	Oct 17, 2016	Jun 14, 2017	Not started
<p>✦ ILT team and classroom teachers Identify interventions and or additional academic supports based on analysis of identified assessment</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture</p>	Brooks-Paige, Godfrey	Oct 17, 2016	May 22, 2017	On-Track
<p>✦ Create an action plan to increase the number of students attaining standards mastery at 80% for language arts</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, MTSS</p>	Godfrey	Oct 17, 2016	Jun 14, 2017	Not started
<p>✦ Grade levels will develop a language arts scope and sequence aligned to the CCSS</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Curriculum mapping, Curriculum alignment</p>	Classroom teachers & AP	May 11, 2016	Jul 29, 2016	Completed
<p>✦ Develop a grade specific pacing for Language Arts</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Curriculum Design, Standards-based instruction</p>	Classroom teachers & AP	May 11, 2016	Jul 29, 2016	Completed
<p>✦ Develop grade Language Arts curriculum aligned to the CCSS</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Curriculum mapping</p>	Classroom teachers, Principal, AP	May 11, 2016	Jul 29, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✚ Monitor progress of NWEA Reading target groups for proficiency and advancement using Compass Learning</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, MTSS, Data driven instruction, Small group instruction</p>	Godfrey	Oct 17, 2016	Jun 14, 2017	Not started
<p>✚ ILT team will monitor classroom environment for the inclusion of vocabulary, Greek and Latin roots and strategies.</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Vocabulary, Classroom environment, Classroom observations</p>	ILT	Oct 17, 2016	Jun 14, 2017	Not started
<p>✚ Use literacy data to target specific instructional foci for students, class, grade level and school</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Data driven instruction, Vocabulary</p>	Principal & AP	Oct 17, 2016	Jun 12, 2017	On-Track
<p>✚ Monitor classroom instructions and lesson plans for the implementation of Balanced Literacy</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Instructional practices, Lesson planning</p>	Principal, AP, Godfrey	Sep 6, 2016	Jun 14, 2017	On-Track
<p>✚ For grades 3 – 6 Implement a balanced literacy block which also includes guided reading groups based on RIT bands</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Balanced literacy, Standards-based instruction, Data driven instruction, Guided reading</p>	Principal & AP	Sep 19, 2016	Jun 2, 2017	Completed
<p>✚ For grades 7-8 Implement a balanced literacy block which also includes guided reading groups based on RIT bands</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Balanced literacy, Standards-based instruction, Data driven instruction, Guided reading</p>	Principal & AP	Sep 19, 2016	Jun 2, 2017	Completed
<p>✚ For grades K - 2 Implement a balanced literacy block which also includes guided reading groups based on TRC levels</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Balanced literacy, Standards-based instruction, Data driven instruction, Guided reading</p>	Principal & AP	Sep 19, 2016	Jun 2, 2017	On-Track
<p>✚ For grades 3 – 6 Integrate the use of complex text so that it is accessible to all students (Use Appendix B of CCSS for Titles)</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Instructional practices, Instructional materials, Standards-based instruction</p>	Principal & AP	Sep 19, 2016	Jun 2, 2017	Completed
<p>✚ For grades 7-8 Integrate the use of complex text so that it is accessible to all students (Use Appendix B of CCSS for Titles)</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Instructional practices, Instructional materials, Standards-based instruction</p>	Principal & AP	Sep 19, 2016	Jun 2, 2017	Completed
<p>✚ For grades K - 2 Integrate the use of complex text so that it is accessible to all students (Use Appendix B of CCSS for Titles)</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Instructional practices, Instructional materials, Standards-based instruction</p>	Principal & AP	Sep 19, 2016	Jun 2, 2017	Completed
<p>✚ Implement the use of text connected and standards aligned literacy stations PK - 8</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Instructional practices, Instructional materials, Standards-based instruction</p>	Principal & AP	Sep 19, 2016	Jun 2, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Train teacher on proper usage of RIT bands while providing resources around identifying tiered supports and creation of small groups</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Differentiated instruction, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Individualized educational plans, Learning progression, Effective instruction, Nwea learning, Learning continuum, Data-driven culture, Interventions and supports</p>	Brooks-Paige, NWEA Consultant, AMPLIFY Consultant	Sep 19, 2016	Jun 7, 2017	On-Track
<p>✦ Purchase supplemental literacy materials aligned to CCSS to bridge identified curriculum deficiencies (Ready Common Core, Compass Learning, Classroom Novel sets)</p> <p>Tags: Balanced literacy, Critical thinkers, Data driven instruction, Guided reading, Complex texts, Ccss literacy, Instructional priorities, Data-driven culture, Aligned resources, Academic supports, Instructional resources</p>	Assistant Principal	Jul 29, 2016	Sep 16, 2016	Completed
<p>✦ Development of strategic plan focused on conflict resolution, attendance, effort, study/organizational skills, social skills, and decision-making</p> <p>Tags: Attendance, Student engagement, Student achievement, Culture and climate</p>	Principal Asst. Principal Dean of Students			On-Track
<p>✦ Development of PBIS Team focused on student attendance, Peer Resolution, and Behavior Intervention Team (BIT)</p> <p>Tags: Attendance, Student engagement, Student achievement, Culture and climate, Climate and Culture, Behavior supports, Attendance plan</p>	Dean of Students Classroom Teachers Students Related Services Team Principal Asst. Principal	Sep 19, 2016	Jun 23, 2017	Behind
<p>✦ PBIS Team will meet monthly to conduct data chats and to implement/monitor a system to support and reduce student violations of SCC. Monthly data chats with grade level teams on PBIS data and completion of climate walk-throughs</p> <p>Tags: Attendance, Student engagement, Student achievement, Culture and climate, Climate and Culture, Behavior supports, Classroom environment, Attendance plan</p>	Dean of Students Classroom Teachers Students Related Services Team Principal Asst. Principal	Sep 19, 2016	Jun 23, 2017	Behind
<p>✦ Monitor student's daily attendance to increase the awareness of parents, staff and students of Leland's attendance goals and expectations</p> <p>Tags: Attendance, Analyze data, Attendance plan, At risk, Attendance rate, Student attendance, Attendance rate</p>	Attendance Coordinator, Principal, AP	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ Recognize PK-8th students meeting established attendance criteria for the week, month, quarter, semester and the year</p> <p>Tags: Attendance, Analyze data, Attendance plan, At risk, Attendance rate, Student attendance, Attendance rate</p>	Dean of Students & Attendance Clerk	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ Post and articulate school wide goals as well as weekly and monthly attendance percentages</p> <p>Tags: Attendance, Analyze data, Attendance plan, At risk, Attendance rate, Student engagement, Data dashboard, Attendance rate, Attendance incentives</p>	Dean of Students & Attendance Clerk	Sep 6, 2016	Jun 30, 2017	Behind
<p>✦ Counselor and school clerk will work with the school administration to identify students that need targeted support and develop individualized attendance interventions</p> <p>Tags: Attendance, Analyze data, Attendance plan, At risk, Attendance rate, Data analysis, Data tracking, Attendance contracts</p>	Counselor, Attendance Clerk, Principal and AP	Sep 6, 2016	Jun 30, 2017	Behind
<p>✦ Collaborate with A Knock at Midnight to improve attendance for K-8 grade student</p> <p>Tags: Attendance, Analyze data, Attendance plan, At risk, Attendance rate, Community partnerships, Community resources</p>	A Knock at Midnight, Principal, AP, Dean of Students	Sep 6, 2016	Jun 30, 2017	Cancelled
<p>✦ Conduct conferences and home visits with parents of students as outlined in Leland's Attendance Policy and CPS's attendance policy</p> <p>Tags: Attendance, Analyze data, Attendance plan, At risk, Attendance rate, Parental involvement, Parent communication</p>	Principal, AP, A Knock at Midnight	Sep 6, 2016	Jun 30, 2017	Behind
<p>✦ Attendance reports from Dashboard will be shared with staff during grade level meetings and ILT meetings; action plans will be created and monitored on an ongoing basis</p> <p>Tags: Attendance, Analyze data, Attendance plan, At risk, Attendance rate, Data analysis, Data tracking, Data dashboard</p>	Dean of Students & Attendance Clerk	Sep 6, 2016	Jun 30, 2017	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ Conduct monthly attendance deep dives to target specific students and provide intervention support</p> <p>Tags: Attendance, Analyze data, Attendance plan, At risk, Attendance rate, Culture of learning, Data analysis, Student accountability, Data dashboard, Data-driven culture</p>	ILT, Principal, AP, Attendance Coordinator	Sep 6, 2016	Jun 30, 2017	Behind
<p>✦ Monitor staff's daily attendance to increase the awareness of high absenteeism and tardiness in correlation with Leland's attendance goals and expectations</p> <p>Tags: Attendance, Analyze data, Attendance plan, At risk, Attendance rate, Culture of learning, Culture and climate, School-wide expectations</p>	Principal & AP	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ Establish a protocol for looking at student work</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Academic rigor, Student feedback</p>	ILT, Principal, AP	Aug 29, 2016	Aug 31, 2016	On-Track
<p>✦ Review student work and provide effective feedback that assist in informing instructional practices</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Data driven instruction, Student expectations, Academic rigor, Student feedback, Student centered</p>	Classroom Teachers	Oct 17, 2016	Jun 23, 2017	Not started
<p>✦ Align MARS performance tasks into the Mathematics Scope and Sequence at every grade level</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Standards-based instruction, Performance tasks, Academic rigor</p>	PBL	Jul 11, 2016	Jul 15, 2016	Completed
<p>✦ Establish performance task for Language Arts/Social Science</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Standards-based instruction, Performance tasks, Academic rigor</p>	PBL	Aug 30, 2016	Jun 30, 2017	Completed
<p>✦ Establish performance task for Science</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Standards-based instruction, Performance tasks, Academic rigor</p>	PBL	Aug 30, 2016	Jun 30, 2017	Not started
<p>✦ Provide training on Rigor/Relevance Framework during grade level meetings and teacher professional development days</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, 21st century skills, Standards-based instruction, Performance tasks, Academic rigor</p>	Principal & AP	Aug 31, 2016	Jun 30, 2017	Not started
<p>✦ Monitor the integration of Georgia Common Core Mathematic Units and MARS Task</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Academic expectations</p>	Sanders	Sep 6, 2016	Jun 30, 2017	Behind
<p>✦ Establish Monthly Design Challenges</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Rigorous tasks, 21st century skills, Academic expectations, Growth mindset, Student centered</p>	Sanders & Godfrey	Aug 29, 2016	Aug 31, 2016	Behind
<p>✦ Provide support/training on Webb's Depth of Knowledge (questioning)</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Academic expectations, Student engagement, Book study, Student centered, Student discourse</p>	Principal & AP	Aug 31, 2016	Dec 23, 2016	Behind
<p>✦ Establish a Problem-Based Learning Team</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Teacher Teams/Collaboration, Teacher leadership</p>	Principal & AP	Jun 17, 2016	Jun 20, 2016	On-Track
<p>✦ PBL team attends training at the Illinois Mathematics and Science Academy</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Teacher Teams/Collaboration, Teacher leadership</p>	PBL	Aug 23, 2016	Aug 25, 2016	Completed
<p>✦ PBL team in-service staff on PBL</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Teacher capacity, Teacher leadership</p>	PBL	Aug 30, 2016	Apr 28, 2017	Behind

District priority and action step	Responsible	Start	End	Status
<p>✚ PBL expectation set and action plan created for implementation in the classroom</p> <p>Tags: 21st century skills, Academic expectations, Data analysis, Data driven instruction, Academic rigor, College readiness, Teacher leadership</p>	PBL	Aug 30, 2016	Aug 31, 2016	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Leland will host monthly NCLB/PAC meetings to take place before the Monthly LSC Meetings. The meetings are scheduled for the third Wednesday of every month. Postcards are sent home inviting parents prior to each meeting. Agendas are posted prior to the meeting. NCLB/PAC committee will call special meetings as needed to discuss and or revise the NCLB Title 1 School Parent Involvement policy.

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 principal will also host a Welcoming NCLB/PAC Breakfast/Coffee during the first month of school to inform them of Leland's participation in NCLB, Title I programs and to explain the Title I requirements and the parent's right to be involved in the Title 1 programs. A flyer/invite is sent home monthly encouraging parent attendance and involvement. The parents will be surveyed for time availability. Leland held its annual Informational Meeting Monday, October 31, 2016 @ 9:00 AM. Leland will hold its annual PAC Organizational Mtg. on October 31, 2016 @ 9:30 AM.

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 Leland's Annual Open House Meet and Greet, a time will be set aside to share information about the Title 1 program as well as, providing parents with an outline of the student's curriculum, assessment tools (TRC, NWEA and interim assessments) and expected growth projections for MOY and EOY.

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.

Parents will be surveyed in relations to their interest in their child's education (Parenting class, curriculum workshops, etc...) as well as their availability for these meetings/workshops.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

NWEA is conducted three times during our curriculum year. Parents will be provided with hardcopies of the Student Progress Summaries at the end of each administration. Most grade levels conduct parent meetings to personally share the student's progress with the parents. PARCC information will be provided to parents during report card pick up.

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

The principal will send home a letter with students informing the parents of the current learning environment which will include all steps taken to rectify the matter as quickly as possibly with the assistance of Talent. A meeting will be held to address parents' concerns if needed.

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.

Leland will provide a series of workshops scheduled over the course of the school year for parents. The purpose of these workshops will be to assist parents with understanding Common Core State Standards; the state's student academic achievement standards; PARCC, NWEA, TRC, local school level assessment; the requirements of the Title I, Part A; how to monitor their child's progress; and how to work with educators.

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.

It is Leland's intentions to establish and implement one parent workshop per month focused on academic achievement. The purpose of the workshops will be to increase parental involvement in helping to bridge the academic gap experienced by many of our students. Workshop topics will include literacy, math, science, community resources, problem-based learning, transitioning into high school college and beyond, etc..

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.

Parent involvement is encouraged during regular grade level meetings and professional development. We look for ways to involve our parents in extending the curriculum into the homes of students. Teachers are required to send out of letter of introductions and expectations at the beginning of the school year. Many have adopted monthly newsletters to keep parents apprised to the going ons in their child's classroom. Teachers use various modes of communications to keep in contact with parents (Remind,) All teachers are required to reach out to at least five parents each week. They are encouraged to make the positive calls and not just the misbehaving calls. Teachers are also encouraged to host assemblies that recognize and celebrates our student's academic and social talents.

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.

Leland will provide monthly workshops that can assist parents with participating and understanding the importance of Early Childhood Development Education.

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.

Communications about upcoming meeting and topics will be sent home with students, shared in the Student Handbook and sent through blackboard/robocall reminders. Flyers will be visible throughout the school buildings.

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.)

Leland will provide a rigorous academic program in a caring and supportive learning environment emphasizing literacy, Science, Technology, Engineering and Math (S.T.E.M.) tailored to meet the needs of all students. As a community, we will provide all a safe and orderly environment that is conducive to ensuring all students attain their highest potential.

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.

Leland will host an Open House to welcome students and parents into the 2016 - 2017 school year in September; Parent-Teacher conferences will be held for report card pick up Nov. 9, 2016 and April 19, 2017; Teachers will conduct three parent meetings after benchmark assessments to share student goals and progress (October, February, May); Eighth grade teachers host two parent meetings, one to share expectations, high school application processes and promotion policies and one to share student's progress towards graduation (October, March).

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

The school communicates the student's academic progress every five weeks by either a progress report or a report card. Primary grades may use the weekly Gold Star sheets and all parents are able to sign up for access to Parent Portal where they have access to their child's current grades.

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

Staff is available to speak with and consult with parents through appointments to eliminate instructional interruptions. Appointments may be held before school, during a preparatory period or after school. Most staff members make themselves available to speak with parents at the parent's initial request. Most consultations take place in the classroom or Room 104.

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

Parents will be provided a Leland Volunteer Pack. The package contains all legal paperwork and steps that must be completed and approved by CPS. Once requirements and legalities are approved, the parent will meet with administration and the teacher to establish a schedule for volunteering in the classroom and or school.

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

Leland provides its students with agenda books from K- 8th. Teachers establish a homework system to keep parent abreast of the homework and any other important information needed. During Open House, student's pin information is shared with parents for Parent Portal. Monthly newsletters are used in many of the primary grade to keep parents informed.

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

NCLB/PAC will encourage and motivate all parents to attend monthly PAC and LSC meetings to learn and ask questions about decisions relating to their children's education.

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

NCLB/PAC workshop series will include a parent development workshop to assist all parents in creating modern and innovating ways to encourage their children in sharing the responsibility for improved student academic achievement.

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.

Increase parent participation through monthly meetings, academically and social emotional focused workshops, and attending parent development conferences. This will promote academic and cultural growth as a school and community.

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.	\$ 250	.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.	\$ 500	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 250	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 1000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 500	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 500	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 350	.00
53510	Postage Must be used for parent involvement programs only.	\$ 0	.00
53306	Software Must be educational and for parent use only.	\$ 0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 700	.00