



2016-2018 plan summary

Team

Name	Role	Email	Access
Jackie Menoni	Principal	jjmenoni@cps.edu	Has access
Sergio Mojica	Assistant Principal	fsmojica@cps.edu	Has access
Mary Rawlins	Counselor	marawlins@cps.edu	Has access
Tara Sanders	Assistant Principal	tpsanders@cps.edu	Has access
Angela Field	Teacher	awentworth@cps.edu	Has access
Pam Alexandroff	Teacher	paalexandroff11@cps.edu	Has access
Wanda Nunez	Teacher	winunez@cps.edu	Has access
Matt Cohen	Teacher	mcohen2@cps.edu	Has access
Christiana Lee	IB Coordinator	calee4@cps.edu	Has access
Alejandro Molina	LSC Community Rep	alejandroman@gmail.com	No Access
Lisa Andino	LSC Parent Rep	lisaandino6523@gmail.com	No Access
Michelle Byrne	Pre-K Lead Teacher	mtbyrne@cps.edu	Has access
Wilma Rodriguez	Art Teacher	wirodriguez@cps.edu	Has access
Kris Iturralde	Social Worker	kwiturralde@cps.edu	Has access
Anna Vargas	Gifted Coordinator/3rd Grade	abalas@cps.edu	Has access
Irma Torres	Committee Leader / 4th Grade	iztorres@cps.edu	Has access
Michelle Velez	Content Lead / 3rd Grade	mvelez13@cps.edu	Has access

Team meetings

Date	Participants	Topic
02/04/2016	ALL	SEF Intro
02/06/2016	ALL	SEF completion
03/03/2016	ALL	Strategy 1
03/10/2016	ALL	Strategy 2
03/31/2016	ALL	Strategy 3
04/07/2016	ALL	Strategy 4
04/14/2016	ALL	Strategy Final Review
11/17/2016	ALL	Strategy & Action Step Check-Ins

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

Consistent messaging of the 5 Keys to Success at opening PD, school improvement days, and committee work:

The Eagle Way: Be Safe, Be Responsible, Be Respectful (PBIS)

Strategic School Environment- Team of teachers that manage the look and feel of the learning environment for consistency. Including using our student led Eagle Ambassadors to introduce the Eagle Way to all visitors that enter the building. This includes welcoming new students and providing restorative opportunities for all students.
Development and Implementation of the School Environment Checklist- to ensure equitable learning environments throughout the building.

Instituting school wide bulletin boards that highlight pertinent points of the school's vision including, Social Emotional strategies and habits of mind; the Marker Boards through the building to ensure that communication of standards, essential questions, vocabulary and homework are standardized in each classroom; the IB Learning Profiles and PBIS updates
Utilizing the Oppenheimer Grant initiated by the Art Therapist to beautify the halls in a way that includes student work throughout the building.

Curriculum Commitment

Monthly gifted meetings

1:1 IB unit planning support with IB Coordinator

IB application for authorization this year

School-wide math professional development (PD calendar)

Math major work standards- cyclical reviews

Integrated Differentiated Instruction Plan:

Achieve 3000 and eScience implementation

K-5 Walking Reading

Daily intervention for K-2

MS intervention period daily

MTSS protocols- sharing with the staff

SEL groups (DePaul, SS Grin with SW, Martinez's boy groups, Art therapy)

Fun Squad
Student of the Month ceremonies (the Eagle Way)
Pre-K attendance incentives
School-wide attendance incentives- Snowflake Ball
Family movie nights- Parent and Community Engagement
Family Talent Show- Parent and Community Engagement
Soccer Clinics
Breakdancing Club
Robotics Club
Bike Club
DC/ New York 8th Grade Trip
7th/8th Springfield Trip
School Wide Behavioral Incentives- Class Dojo and Diego Dollars
Diego Anthology- Art collaborative that integrates art into the content areas

Gifted Committee- having a comprehensive gifted committee meetings that address the needs of locally gifted students (teacher-led)

LSC Meetings- Principal's report aligned to the CPS Principal Competencies

Teacher Committee Teams- the development of collective responsibility to create a shared focus and develop actionable tasks to move our learning environment forward. Problem solving for the collective environment. These committees includes teacher voice and a space for solution finding. Please see the above Standard for evidence of teacher led committee work driving the culture of the school.

Culture and Climate
Fun Squad
IB Steering
Strategic School Environment
Family Fun Nights
Spelling & Math Bee

Empower others to make or influence significant decisions.
IB Coordinator- Leading IB Grade Level Unit Planning and Implementation inclusive of teacher feedback and 1:1 consultations
Grade Level Leads- Professional Development opportunities,
Diverse Learner Lead- leading testings and MTSS
PLP team- check in/check out

Professional Developments that focused on increasing the instructional capacities of teachers based on school wide goals:
New Teacher Development
Math Instruction
Achieve3000
Engage New York
NWEA training
Network meetings (literacy, math, writing)
Classroom, Inc.
Peace Circle
PLC for SEL
DLM training

IB Coordinator- leading grade levels, reviewing unit plans and providing feedback.

PTO and it's extensive involvement in planning and developing incentives and fundraisers for students revolving around attendance and behaviors rewards

Attendance Committee- a separate committee from the ILT that is charged with monitoring, working with families, communication, supporting children for collective attendance goals for high risk students.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**

- Build shared leadership structures and opportunities for job-embedded leadership training and development.
- Capitalize on the leadership skills of others.
- Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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The ILT team has focused on math instruction through classroom observation (TRU Math rubric) and data, and disaggregates data to identify trends to focus on improving facilitation. For example, access to math content; agency, authority and identity; and assessment. Look at trends across the building

The ILT team is comprised of APs, grade levels, diverse learner, bilingual, and special content area teacher (art), and counseling staff passionate about the school and community, possessing a focus on the curriculum, instructional planning, and the social-emotional needs of our students.

The ILT team is representative of varied work-styles, abilities, and multicultural, with specialized educational background and school responsibilities functioning as classroom, diverse learner and arts facilitators, and administrators, with social worker and counselor providing an important link between school, home, and community integral to the academic success of students.

Data sources we have reviewed: TRC data dives (BOY & MOY), NWEA MOY, attendance trends (network reports), qualitative survey results, etc.

The ILT team meets on Thursday mornings, four times per month on a permanent basis, and when necessary schedules further sessions.

Principal shares agenda in advance of meetings in order for members to consider focused discussion topics prior to gathering, while each session guides coming agenda items. See sample agenda.

ILT meetings are open to the full staff.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**

- Organize the team around a common understanding of team’s purpose and instructional priorities.
- Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
- Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

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Use of SQRP (EOY NWEA data) to identify math as the school-wide priority area

Principal shares regular CCSS aligned information from summer PD

Second semester coaching plan for teachers and Fulcrum partnership to support math instruction

Primary lead teacher is supporting walking reading in grades 3-5 (training teachers and sharing resources)

Teachers share lesson ideas around CCSS during grade-level meetings and the share glows/grows to push on practice and improve student mastery of major work standards

Coaching pre-kindergarten teachers (Head Teacher) in Teaching Strategies Gold Curriculum (strong parent bonds in CPC).

Teacher mentoring for new teachers in DL and all new teachers attended JDD 101 and 102 sessions (Gradebook, IMPACT, etc.)

Use of FLEX time and grade-level meetings is structured by grade-level cluster.

Teachers in 6-8 attended category 1 training for IB subjects. Principal & APs attended Head of Schools training for IB as well.

Teaches seek out district PD (art, learning garden, science for FOSS, peace circle, eScience, peer conference, summer institute for early childhood

Arthur Reynolds initiative (learning sessions and feedback for teachers)

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

Created a 6-8 departmentalized schedule to address CPS instructional guidelines and IB requirements

Master schedule is designed to allow common planning time

Use school fee money to purchase Engage NY novel sets as well as additional phonics resources

SW, Counselor, and Psychologist regularly pull groups of students or teach lessons in the classroom to support SEL.

Moved a teacher to the bilingual teacher role

CPC lead teacher (monthly calendar)

Teacher leaders for committees, network PD, ILT, etc.

Use of the CAAC to garner new partnerships (i.e. Soccer, 1,000 words, Google CS, WITS, etc.)

Expanded WITS program to include Saturday STEM programming

New partnerships with Catholic Charities & ChiARTS

Katten Law Partnership (Buddy Bison, book drive, legal advice, copies of curriculum, lawyers in the classroom, etc.)

Super Savers program (ComEd)

Casa Central and Boys & Girls Club

Phillipino consulate

CPR program

Dental program

Diabetes program with St. Elizabeth Hospital

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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- IB MYP unit plans and subject overviews planned as a team and reviewed 1:1 with the coordinator
- Teacher created unit plans in reading and math aligned to Engage NY and GO Math (quarterly)
- Teacher created weekly lesson plans posted in the room
- Objectives and essential questions plus homework listed on the board for students to understand the content being taught (Marker Board Configurations)
- Students in Eagle Ambassadors are trained in restorative conversations and bully prevention
- PBIS (The Eagle Way)
- NGSS aligned with IB curriculum (drives science units)
- DL teachers plan curriculum to address IEP goals
- ELs are included in content
- Differentiate instruction for our advanced learners (gifted) and all tier 2 (walking reading)
- MTSS protocol (collecting weekly data)
- Integrated SEL instruction (SS Grin, co-teaching, etc.)

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).

- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Teaching Strategies GOLD
 Unique Learning System (low incidence curriculum)
 Words Their Way
 Safari Montage
 Think, Know, Learn videos
 Phonics- Pearson
 Engage New York
 Go Math
 Sing, Spell, Read, Write (K-2)
 Stafford Vocabulary workbook
 Novel sets
 Crosswalk Coach Plus
 Classroom, Inc
 Achieve 3000
 eScience
 Foss Science Kit (K-5)
 Middle School Science N.G.S.S. (Interactive Science)
 Artlink (6-8)
 Social Studies (World Civilizations, History of the United States 6-8)
 Bienvenidos (Spanish book)
 Reading A to Z
 Fountas and Pinnell (Leveled Literacy Intervention kits)
 Second Step
 EL curriculum (Stepping into English)
 Science Fair
 Teacher created reading manipulatives
 Teacher created math centers
 Math and reading IPAD apps
 Brain pop & Brain pop jr.
 Young Authors
 Explode the Code
 Google CS First
 The G.R.E.A.T Program
 Red Cross Social Emotional
 Guided reading sets
 Heggerty Phonemic Awareness
 CNN Student News
 Gretchen Courtney materials
 SS Grin
 100 Easy Lessons to Teach Your Child to Read
 iPads in primary & laptops in 4-8
 2 Mac labs for teacher use (Achieve, Class Inc, Google CS, etc.)
 Promethean tables in kinder
 Board Maker software
 3D Printer
 Easy CBM subscriptions

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

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

Learning walk to look for evidence of rigor

Math survey related to the Common Core major work standards

Text Reading Comprehension: use of walking reading to push students

Work samples for CCSS brought to grade-level meetings

Math Struggle PD sessions hosted after school (3 part series)

Bulletin boards have authentic work with standards & rubrics hung

IB Summative assessments

Community Projects

Diego Anthology coming out in spring

Achieve 3000 lessons for CCSS alignment

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important

- mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

Career Connection in Achieve 3000
 Career Day
 Lawyers in the Classroom
 WITS
 Springfield and Washington Trip
 Community Project
 Robotics Club
 Google CS First
 Museum and Science and Industry field trip
 Art Institute trip
 Hyde Park Printmaking Workshop
 Consulate with the Philippines
 Open House at Roberto Clemente
 ChiARTS partnership (shadow day)
 Clemente partnership (shadow day, soccer clinic, etc.)
 High School Fairs
 Classroom, Inc.
 Design projects
 Eagle Ambassadors Program
 Naviance
 Financial Aide workshop in CPC
 8th grade parent meeting for HS transition

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

Score

1 2 3 4

understanding. They promote the emergence of self-directed learners.

Teacher and student created anchor charts
Statements of inquiry listed in MS rooms
Small group instruction daily/weekly
Whole group instruction
Flexible/intentional grouping (Walking Reading)
Intervention (K-2 and 6-8)
Technology (iPads, laptops)
Classroom routines/expectations
Academic strategies used: Think, Pair, Share, Turn and Talk, Partner Reading Content 2 (PRC2), book clubs/lit circles
Text annotations
Close reading
Interdisciplinary units (IB)
inquiry projects
"Student experts"/peer tutors
StudyJams, BrainPOP
Newsela, readworks.org, readwritethink, Achieve3000, Classroom, Inc.
Touchmath
Manipulatives
DBQ
Teacher created rubrics, especially in IB
Learning walk in math
Progress monitoring
PLPs

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

SEL MTSS
 Second Step
 Eagle Ambassadors
 Lunchtime Intervention
 Detention/Suspensions
 Dojo rewards
 PLPs
 WITS
 Art Therapy
 Social Worker, Guidance Counselor, Counselor: weekly classroom lessons based on current needs (ex: 4th grade)
 Student Logger (Verify)
 Parent communication logs
 Eagle Way language
 Classroom expectations posted
 Spirit days
 Diego Dollars
 Academic MTSS
 On-Track Data
 Weekly monitoring of attendance
 Attendance incentives
 Walking Reading
 Referral for evaluation (eligibility determination)
 Raz-Kids, BrainPOP, ABCMouse
 WITS
 Google CS-First
 Achieve3000
 work portfolios
 easyCBM
 Dibels/TRC
 Discrete data trials (ABA)
 Monitoring On-Track data
 Check-in/check-out rollout

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.

- Classrooms are student-centered with student agency.
- Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

NWEA (MOY & EOY)
 ACCESS testing
 Achieve 3000 level sets (identification of college & career readiness)
 Engage NY mid-unit assessments
 Teacher-made assessments (making major works standards assessments in grade-level teams)
 Summative assessments for IB (use of IB rubrics)
 REACH for students
 Woodcock-Johnson Reading assessment (IEPs)
 Key Math assessment (IEPs)
 Discrete trial data (ABA)
 Psychologist assessments: Vineland, Autism Rating Scale, etc.
 Exit slips/learning summaries (aligned to IB learner profile) used regularly
 Informal observations
 DIBELS/TRC
 mClass (math)
 Naviance
 Screeners for Pre-K (cognitive and SEL)
 GOLD Standards curriculum
 Gifted requirements
 School-wide grading policy (2 grades per week)
 Common grade weighting in each cluster
 Inclusion/co-teaching (ex: EL/DL for walking reading)
 National Arts Standards rubric

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
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

ILT weekly meetings
 Weekly grade-level meetings
 IB Steering Committee
 Approved for IB application submission
 Comprehensive Gifted Program Committee
 Quarterly celebrations for students with 96%+ attendance
 Monthly DOJO awards days (student behavior)
 Bi-weekly Middle School Fun Fridays (student behavior)
 Monthly theme days for students with 100% uniform
 3rd Friday celebrations for teacher to meet
 NWEA Pep Rally with Jessie White Tumblers
 Strategic School Environment committee
 Student created hallway murals
 Students Rebuild Arts partnership
 Integrated Differentiated Instruction Plan
 Progress Monitoring in K-2 reading/math
 Student of the Month celebrations (related to Eagle Way,
 Constructive Math Struggle PD (3 part series)
 Data boards up in classrooms
 Posted objectives
 NWEA goal-setting sheets

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.

- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

New Student Tour and Orientation (Martinez-Guidance Counselor Assistant)
 Administrator/Staff Check-Ins
 Attendance and Behavior Incentive Programs
 Eagle Ambassadors Peer Mentoring
 Teacher mentoring
 Teacher social events monthly
 Teacher breakfast club
 Student timeout passes
 Parent communication of school-wide issues (letters or Dojo)
 Culture Committee survey
 Students assist in pre-k

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

Student Council
 Fundraising
 7/8th Grade Trips
 Eagle Ambassadors
 Peer Mediation
 Restorative Conversations
 Diego Anthology
 Talent Show
 Artlink exchange
 Community project
 Block Party

 Basketball
 Soccer
 Volleyball
 Breakdancing
 Field Day
 Choir
 Band
 Color guard
 Bike Club
 Robotics Club
 Spelling Bee
 Science Fair
 Math Bee
 Art Show
 Movie Nights

 Walking reading
 Reading Intervention K-2
 Partnership with Barretto's Boys and Girls Club

 Attendance celebrations

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

Yellow dismissal procedure
 Door assignments at dismissal
 New fire drill security plans
 6 Safe Passage Staff
 Security Training (CPS mandated)
 Safety & Security student sessions (on-line etiquette for social media)
 Pre-K security badges
 DePaul Counseling program- 7th graders
 SS Grin- 3rd graders
 Eagle Ambassadors
 Peer Mentoring
 Defined procedures for administrative/security support
 Classrooms assigned to specific adults for lunch and recess
 Culture and Climate Team
 Gated Playground
 PBIS - The Eagle Way
 Second Step
 Classroom DOJO rewards
 Diego dollar rewards
 Principal's Breakfast Club

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Eagle Ambassadors lead reflective conversations, peer mediation, bullying prevention & peer restorative conversations
 Use of reflection sheets (office & SW)
 Restorative Practice Coach
 Classroom Modeling
 Restorative Conversations
 PBIS (The Eagle Way)
 Classroom Meetings
 Second Step
 SS Grin
 Positive Dojo points
 ISS, detention, Saturday detention
 Teacher Mentoring on Classroom Management
 Assessing Student/Teacher Relationships
 Counselor led in-class SEL lessons/ Peace Circles
 Social Worker led in-class SEL lessons/ Peace Circles
 4 Staff trained to conduct Peace Circles
 Individual behavior plans (check ins with APs and other adults)
 Check-in/Check-out rollout
 Functional behavior plans

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

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

1 2 3 4

Child-Parent Center calendar (& coffee chats with the principal)
CPC parents volunteer for all school functions (decorating, logistics, etc.)
Mandated Parent Participation in Pre- K programs (daily facetime)
Parent Portal: guided registration during open house
Parent access to Classroom DOJO: guided registration during open house & real time communication with parents
Admin/Parent meetings
Redesigning Website- Technology Team including parent/community members, Diego staff and administration, staff bios. & calendars
Block Party
LSC
Open House in fall
PAC/BAC
Walking Reading parent night
HS parent night
Gifted Parent Meetings
Monthly calendars for school events and parent programming- bilingual
Raffles to increase parent participation on Report Card Pick-Up
School Community Representative
PreK-2nd Grade parent support
Home visits for attendance concerns
Parent chaperones on trips
Talent Show
PTO fundraisers
3.6.8 parent conferences
Robo calls
Marquee updates
Email blasts

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ 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 ☐ = Not of focus
1	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
1	Expectations for Quality & Character of School Life: Culture for Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Safety & Order	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Relational Trust	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

4 Expectations for depth & breadth of Student Learning: Instructional Materials

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Elementary)

2 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	83.00	23.00	(Blank)	(Blank)
National School Growth Percentile - Math				
(Blank)	50.00	21.00	(Blank)	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	61.20	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Reading				
(Blank)	60.00	3.00	(Blank)	(Blank)
Hispanic Growth Percentile - Reading				
(Blank)	87.00	31.00	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
(Blank)	90.00	1.00	(Blank)	(Blank)
African-American Growth Percentile - Math				
(Blank)	37.00	11.00	(Blank)	(Blank)
Hispanic Growth Percentile - Math				
(Blank)	55.00	22.00	(Blank)	(Blank)
English Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Math				
(Blank)	61.00	1.00	(Blank)	(Blank)
National School Attainment Percentile - Reading (Grades 3-8)				
(Blank)	33.00	24.00	(Blank)	(Blank)
National School Attainment Percentile - Math (Grades 3-8)				

(Blank)	20.00	14.00	(Blank)	(Blank)
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	11.00	43.00	(Blank)	(Blank)
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National School Attainment Percentile - Math (Grade 2)

(Blank)	9.00	32.00	(Blank)	(Blank)
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	33.80	36.90	(Blank)	(Blank)
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Average Daily Attendance Rate

Attendance rates this year are showing we will struggle to hit the 95% mark again. I think with the number of hospitalizations, family trips, and long-term illnesses (broken ankles, scabies, etc.), we will still struggle to hit 95% next year. We have quarterly incentives and weekly attendance contracts. This work will continue with greater intensity next year.	93.60	93.90	95.00	96.00
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My Voice, My School 5 Essentials Survey

Well-organized is what we achieved this year. I would like to see us maintain this status.	(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...

consistent school-wide policies and restorative practices	a decrease in discipline issues	increased attendance (at 95%+) and a positive school culture (50% decrease in group 4-6 misconducts)
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Tags:

Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Host gender specific guidance groups in grades 5-8 twice a month that covers adolescent concerns in a proactive manner.	Climate & Culture Committee	Aug 22, 2016 to Jun 30, 2018	Calendar with rotating groups and notes from each meeting (outcome).	Not started
Train 1-2 additional peace circle facilitators in grades 2-8	Climate & Culture Committee	Jun 30, 2016 to Dec 16, 2016	Sign-in sheets, agenda, exit slips, and school-made certificates.	Not started

Peace circle trained staff will address specific student issues using peace circles. Peace circles will be held weekly in each homeroom.	Climate & Culture Committee	Jun 28, 2016 to Jun 29, 2018	Peace circle staff will maintain records of these meetings.	Not started
Support staff will be trained in and practice (regularly) school-wide expectations for transitions to recess and cafeteria behavior. They will complete monthly check-ins with administration.	Administration	Aug 29, 2016 to Sep 30, 2016	Observable consistency across all staff.	Not started
The whole staff will regularly implement school-wide policies (The Eagle Way) for hallways, bathroom, and classroom behavior. There will be large visual cues to remind students and staff. Once a quarter, the Eagle Way will be re-iterated using assemblies, walkthroughs, and homemade videos.	Whole staff	Aug 29, 2016 to Aug 30, 2018	Observable consistency across all staff.	Not started
Create a matrix for clear expectations and consequences when students do not comply with school-wide policies (K-2, 3-5, 6-8).	ILT	Aug 29, 2016 to Sep 15, 2016	Matrix hung around school halls and classrooms.	Not started
Develop traffic patterns for hallways and stairways to ease congestion and student misbehavior.	Administration & engineers.	Aug 1, 2016 to Sep 30, 2016	Large arrows posted.	Not started
Use quarterly surveys with students in grades 2-8 to monitor student-specific concerns.	Climate & Culture Committee	Aug 30, 2016 to Jun 30, 2018	Survey data; peace circles	Not started
Eagle Ambassadors will solve conflicts via peer conferences. Junior ambassadors will also be trained.	Climate & Culture Committee	Aug 30, 2016 to Jun 30, 2018	Ambassador schedule. Google doc.	Not started
Create a behavioral health team that reviews teacher referrals for anger coping, SS Grin, and other school-based SEL supports.	Clinicians	Aug 30, 2016 to Jun 30, 2018	Referral grid.	Not started
Weekly teacher book club around building positive student relationships.	Case manager / Principal	Aug 30, 2016 to Jun 30, 2018	Attendance sheets, weekly agendas, evidence in domain 2 for REACH.	On-Track

Strategy 2

If we do...

sustained and focused data-driven professional development on a weekly basis

...then we see...

improved instructional practices (75% of teachers with proficient REACH scores) and cohesive vertical progression

...which leads to...

increased student achievement that ultimately will close the achievement gap (50th percentile on NWEA or 40th percentile on PARCC)

Tags:

Cycles of professional learning, Aligned resources, Teacher-teacher trust & support, Balanced grading and assessment, Approaches to teaching and learning - ib, Approaches to teaching and learning, Pd planning, Meetings, Calendar, Common planning time, Assessment, Book study, Professional reading, Analyze data, Classroom environment, Agendas, Unit planning, Classroom observations, Formative assessments, Curriculum alignment, Classroom discussions, Collaborative planning

Area(s) of focus:

4

Action step

Responsible

Timeframe

Evidence for status

Status

Create a yearlong professional development calendar differentiated to various grade-levels and teacher needs. The calendar ensures that teachers meet weekly or bi-weekly with a tight focus on data analysis.

ILT

Aug 1, 2016 to Aug 27, 2016

PD Calendar

Not started

Cluster representatives will seek out/attend both network and individual professional development opportunities to support teacher knowledge gaps and lead school-wide initiatives throughout the year.

Administration, ILT, and grade-level leads.

Aug 29, 2016 to Jun 30, 2018

Teachers will begin leading weekly meetings.

Not started

Weekly grade-level meetings will include opportunities for: common planning (units), revision of instructional plans, development of student goals, creation of common assessments, experimentation with new strategies, examining student work samples, etc.

Administration, ILT, and grade-level leads.

Aug 1, 2016 to Jul 28, 2018

Agendas, minutes, and noticeable classroom changes.

Not started

Create a peer feedback calendar that observes teacher implementation of strategies developed in grade-level meetings.

ILT

Aug 29, 2016 to Jul 27, 2018

Google doc

Not started

Strategy 3

If we do...

differentiated instruction in all classrooms

...then we see...

increased student capacity and knowledge of basic skills

...which leads to...

student success on PARCC (40th percentile) and also selective enrollment possibilities (75% of eighth grade students eligible to test).





Tags:

Technology, Specialized Academic Programs - Gifted, Specialized Academic Programs - IB, Differentiated

Area(s) of focus:

1, 2

instruction, Scheduling, Enrichment, Cognitive demand, Academic expectations, Balanced grading and assessment, Ib criteria, Approaches to teaching and learning - ib, Approaches to teaching and learning, Guided reading, Academic rigor, English language learners, Flexible grouping, Rit instruction, Aligned assessments, Analysis of data, progress monitoring, rit instruction, small group instruction, Unit planning, Reteaching, Bilingual education

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Strengthen our current walking reading program in grades K-5 by practicing more intensive differentiation in each group.	All	Aug 1, 2016 to Jun 30, 2018	Student growth on MOY and EOY tests	Not started
Restructure the gifted program to ensure all student are placed effectively in accelerated classes at .5 to a full year above grade-level	Gifted Team	Jun 30, 2016 to Aug 30, 2016	Student attainment metrics	On-Track
More project based learning opportunities in gifted and IB classrooms. Use of gifted unit planner template and IB MYP unit planner template.	Gifted and MYP teachers	Jun 30, 2016 to Jun 30, 2018	Unit Plans and student work samples	Not started
Use of student work analysis protocols to determine student growth on CCSS.	All	Aug 30, 2016 to Jun 30, 2018	Grade-level meeting artifacts (trackers)	Not started
Use of assessment tracker to monitor student growth on IB criterion each quarter.	All MYP teachers	Aug 30, 2016 to Jun 30, 2018	Assessment tracker document	Not started
Creation of a gifted cohort in grades 6-8 to feed directly into the DP honors cohort for IB high schools	IB Coordinator	Aug 30, 2016 to Jun 30, 2018	High School acceptance letters	Not started
Differentiated learning tasks happening in individual classrooms (small group work) derived from RIT bands.	All	Jun 30, 2016 to Jun 30, 2018	Student growth metrics	Not started
More comprehensive EL instruction happening in K-8 with an emphasis on training teachers in WIDA standards.	EL Lead Teacher	Aug 30, 2016 to Jun 30, 2018	ACCESS growth, EL audit	On-Track
Implement personalized learning model in four classrooms in 2016 and all in 2017 to ensure all students are receiving targeted instruction.	Design team	Aug 29, 2016 to Jun 30, 2018	To be determined based on district implementation plan	On-Track

Strategy 4

If we do...

daily CCSS aligned instruction

...then we see...

increased teacher effectiveness and student confidence

...which leads to...

student attainment metrics on PARCC (at 40th percentile and above)

Tags:

Aligned resources, Balanced literacy, Depth of knowledge, Academic expectations, Standards-based instruction, Student engagement, Mars, Approaches to teaching and learning - ib, Approaches to teaching and learning, Achievement, Acceleration, Academic rigor, Close reading, Gradual release of responsibility, Attainment, Curriculum planning, Access, College and career, Complex texts, Complex tasks, Technology, Ccss all, Classroom assignments

Area(s) of focus:

1, 2

Action step

Responsible

Timeframe

Evidence for status

Status

Develop CCSS-aligned unit plans and create a vertical alignment map. This includes summer planning workshops for each grade-cluster.

All

Jun 30, 2016 to Jun 30, 2018

Unit Plans, Subject Group Overview, Alignment document

Not started

Continued use of Engage NY, GO Math, and FOSS to ensure rigorous student text/tasks and the shifts of the CCSS/NGSS.

All

Jun 30, 2016 to Aug 30, 2018

Unit plans, weekly lesson plans, PARCC practice tests

Not started

Use of I DO, We DO, YOU DO scaffolded lesson planning evident in weekly lesson plans

All

Aug 30, 2016 to Jun 30, 2018

Lesson plans

Not started

Use of MARS (performance assessments) tasks in all grades

All

Aug 30, 2016 to Aug 30, 2018

Lesson plans and student work samples

Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>+ Host gender specific guidance groups in grades 5-8 twice a month that covers adolescent concerns in a proactive manner.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	Climate & Culture Committee	Aug 22, 2016	Jun 30, 2018	Not started
<p>+ Train 1-2 additional peace circle facilitators in grades 2-8</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	Climate & Culture Committee	Jun 30, 2016	Dec 16, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Peace circle trained staff will address specific student issues using peace circles. Peace circles will be held weekly in each homeroom.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	Climate & Culture Committee	Jun 28, 2016	Jun 29, 2018	Not started
<p>✦ Support staff will be trained in and practice (regularly) school-wide expectations for transitions to recess and cafeteria behavior. They will complete monthly check-ins with administration.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	Administration	Aug 29, 2016	Sep 30, 2016	Not started
<p>✦ The whole staff will regularly implement school-wide policies (The Eagle Way) for hallways, bathroom, and classroom behavior. There will be large visual cues to remind students and staff. Once a quarter, the Eagle Way will be re-iterated using assemblies, walkthroughs, and homemade videos.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	Whole staff	Aug 29, 2016	Aug 30, 2018	Not started
<p>✦ Create a matrix for clear expectations and consequences when students do not comply with school-wide policies (K-2, 3-5, 6-8).</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	ILT	Aug 29, 2016	Sep 15, 2016	Not started
<p>✦ Develop traffic patterns for hallways and stairways to ease congestion and student misbehavior.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	Administration & engineers.	Aug 1, 2016	Sep 30, 2016	Not started
<p>✦ Use quarterly surveys with students in grades 2-8 to monitor student-specific concerns.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	Climate & Culture Committee	Aug 30, 2016	Jun 30, 2018	Not started
<p>✦ Eagle Ambassadors will solve conflicts via peer conferences. Junior ambassadors will also be trained.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	Climate & Culture Committee	Aug 30, 2016	Jun 30, 2018	Not started
<p>✦ Create a behavioral health team that reviews teacher referrals for anger coping, SS Grin, and other school-based SEL supports.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	Clinicians	Aug 30, 2016	Jun 30, 2018	Not started
<p>✦ Weekly teacher book club around building positive student relationships.</p> <p>Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Behavior supports, Paraprofessionals, Approaches to teaching and learning, Discipline, Student leadership, Peer mediation, Classroom management, Relational trust, Allocations of funds for purchasing materials for instruction and professional development, Analyze data, Behavioral health team, Attendance plan, Consequences, Coaching support, At risk, Positive behavior supports</p>	Case manager / Principal	Aug 30, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Create a yearlong professional development calendar differentiated to various grade-levels and teacher needs. The calendar ensures that teachers meet weekly or bi-weekly with a tight focus on data analysis.</p> <p>Tags: Cycles of professional learning, Aligned resources, Teacher-teacher trust & support, Balanced grading and assessment, Approaches to teaching and learning - ib, Approaches to teaching and learning, Pd planning, Meetings, Calendar, Common planning time, Assessment, Book study, Professional reading, Analyze data, Classroom environment, Agendas, Unit planning, Classroom observations, Formative assessments, Curriculum alignment, Classroom discussions, Collaborative planning</p>	ILT	Aug 1, 2016	Aug 27, 2016	Not started
<p>✦ Cluster representatives will seek out/attend both network and individual professional development opportunities to support teacher knowledge gaps and lead school-wide initiatives throughout the year.</p> <p>Tags: Cycles of professional learning, Aligned resources, Teacher-teacher trust & support, Balanced grading and assessment, Approaches to teaching and learning - ib, Approaches to teaching and learning, Pd planning, Meetings, Calendar, Common planning time, Assessment, Book study, Professional reading, Analyze data, Classroom environment, Agendas, Unit planning, Classroom observations, Formative assessments, Curriculum alignment, Classroom discussions, Collaborative planning</p>	Administration, ILT, and grade-level leads.	Aug 29, 2016	Jun 30, 2018	Not started
<p>✦ Weekly grade-level meetings will include opportunities for: common planning (units), revision of instructional plans, development of student goals, creation of common assessments, experimentation with new strategies, examining student work samples, etc.</p> <p>Tags: Cycles of professional learning, Aligned resources, Teacher-teacher trust & support, Balanced grading and assessment, Approaches to teaching and learning - ib, Approaches to teaching and learning, Pd planning, Meetings, Calendar, Common planning time, Assessment, Book study, Professional reading, Analyze data, Classroom environment, Agendas, Unit planning, Classroom observations, Formative assessments, Curriculum alignment, Classroom discussions, Collaborative planning</p>	Administration, ILT, and grade-level leads.	Aug 1, 2016	Jul 28, 2018	Not started
<p>✦ Create a peer feedback calendar that observes teacher implementation of strategies developed in grade-level meetings.</p> <p>Tags: Cycles of professional learning, Aligned resources, Teacher-teacher trust & support, Balanced grading and assessment, Approaches to teaching and learning - ib, Approaches to teaching and learning, Pd planning, Meetings, Calendar, Common planning time, Assessment, Book study, Professional reading, Analyze data, Classroom environment, Agendas, Unit planning, Classroom observations, Formative assessments, Curriculum alignment, Classroom discussions, Collaborative planning</p>	ILT	Aug 29, 2016	Jul 27, 2018	Not started
<p>✦ Strengthen our current walking reading program in grades K-5 by practicing more intensive differentiation in each group.</p> <p>Tags: Technology, Specialized Academic Programs - Gifted, Specialized Academic Programs - IB, Differentiated instruction, Scheduling, Enrichment, Cognitive demand, Academic expectations, Balanced grading and assessment, lb criteria, Approaches to teaching and learning - ib, Approaches to teaching and learning, Guided reading, Academic rigor, English language learners, Flexible grouping, Rit instruction, Aligned assessments, Analysis of data, progress monitoring, rit instruction, small group instruction, Unit planning, Reteaching, Bilingual education</p>	All	Aug 1, 2016	Jun 30, 2018	Not started
<p>✦ Restructure the gifted program to ensure all student are placed effectively in accelerated classes at .5 to a full year above grade-level</p> <p>Tags: Technology, Specialized Academic Programs - Gifted, Specialized Academic Programs - IB, Differentiated instruction, Scheduling, Enrichment, Cognitive demand, Academic expectations, Balanced grading and assessment, lb criteria, Approaches to teaching and learning - ib, Approaches to teaching and learning, Guided reading, Academic rigor, English language learners, Flexible grouping, Rit instruction, Aligned assessments, Analysis of data, progress monitoring, rit instruction, small group instruction, Unit planning, Reteaching, Bilingual education</p>	Gifted Team	Jun 30, 2016	Aug 30, 2016	On-Track
<p>✦ More project based learning opportunities in gifted and IB classrooms. Use of gifted unit planner template and IB MYP unit planner template.</p> <p>Tags: Technology, Specialized Academic Programs - Gifted, Specialized Academic Programs - IB, Differentiated instruction, Scheduling, Enrichment, Cognitive demand, Academic expectations, Balanced grading and assessment, lb criteria, Approaches to teaching and learning - ib, Approaches to teaching and learning, Guided reading, Academic rigor, English language learners, Flexible grouping, Rit instruction, Aligned assessments, Analysis of data, progress monitoring, rit instruction, small group instruction, Unit planning, Reteaching, Bilingual education</p>	Gifted and MYP teachers	Jun 30, 2016	Jun 30, 2018	Not started
<p>✦ Use of student work analysis protocols to determine student growth on CCSS.</p> <p>Tags: Technology, Specialized Academic Programs - Gifted, Specialized Academic Programs - IB, Differentiated instruction, Scheduling, Enrichment, Cognitive demand, Academic expectations, Balanced grading and assessment, lb criteria, Approaches to teaching and learning - ib, Approaches to teaching and learning, Guided reading, Academic rigor, English language learners, Flexible grouping, Rit instruction, Aligned assessments, Analysis of data, progress monitoring, rit instruction, small group instruction, Unit planning, Reteaching, Bilingual education</p>	All	Aug 30, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Use of assessment tracker to monitor student growth on IB criterion each quarter.</p> <p>Tags: Technology, Specialized Academic Programs - Gifted, Specialized Academic Programs - IB, Differentiated instruction, Scheduling, Enrichment, Cognitive demand, Academic expectations, Balanced grading and assessment, Ib criteria, Approaches to teaching and learning - ib, Approaches to teaching and learning, Guided reading, Academic rigor, English language learners, Flexible grouping, Rit instruction, Aligned assessments, Analysis of data, progress monitoring, rit instruction, small group instruction, Unit planning, Reteaching, Bilingual education</p>	All MYP teachers	Aug 30, 2016	Jun 30, 2018	Not started
<p>✦ Creation of a gifted cohort in grades 6-8 to feed directly into the DP honors cohort for IB high schools</p> <p>Tags: Technology, Specialized Academic Programs - Gifted, Specialized Academic Programs - IB, Differentiated instruction, Scheduling, Enrichment, Cognitive demand, Academic expectations, Balanced grading and assessment, Ib criteria, Approaches to teaching and learning - ib, Approaches to teaching and learning, Guided reading, Academic rigor, English language learners, Flexible grouping, Rit instruction, Aligned assessments, Analysis of data, progress monitoring, rit instruction, small group instruction, Unit planning, Reteaching, Bilingual education</p>	IB Coordinator	Aug 30, 2016	Jun 30, 2018	Not started
<p>✦ Differentiated learning tasks happening in individual classrooms (small group work) derived from RIT bands.</p> <p>Tags: Technology, Specialized Academic Programs - Gifted, Specialized Academic Programs - IB, Differentiated instruction, Scheduling, Enrichment, Cognitive demand, Academic expectations, Balanced grading and assessment, Ib criteria, Approaches to teaching and learning - ib, Approaches to teaching and learning, Guided reading, Academic rigor, English language learners, Flexible grouping, Rit instruction, Aligned assessments, Analysis of data, progress monitoring, rit instruction, small group instruction, Unit planning, Reteaching, Bilingual education</p>	All	Jun 30, 2016	Jun 30, 2018	Not started
<p>✦ More comprehensive EL instruction happening in K-8 with an emphasis on training teachers in WIDA standards.</p> <p>Tags: Technology, Specialized Academic Programs - Gifted, Specialized Academic Programs - IB, Differentiated instruction, Scheduling, Enrichment, Cognitive demand, Academic expectations, Balanced grading and assessment, Ib criteria, Approaches to teaching and learning - ib, Approaches to teaching and learning, Guided reading, Academic rigor, English language learners, Flexible grouping, Rit instruction, Aligned assessments, Analysis of data, progress monitoring, rit instruction, small group instruction, Unit planning, Reteaching, Bilingual education</p>	EL Lead Teacher	Aug 30, 2016	Jun 30, 2018	On-Track
<p>✦ Implement personalized learning model in four classrooms in 2016 and all in 2017 to ensure all students are receiving targeted instruction.</p> <p>Tags: Technology, Specialized Academic Programs - Gifted, Specialized Academic Programs - IB, Differentiated instruction, Scheduling, Enrichment, Cognitive demand, Academic expectations, Balanced grading and assessment, Ib criteria, Approaches to teaching and learning - ib, Approaches to teaching and learning, Guided reading, Academic rigor, English language learners, Flexible grouping, Rit instruction, Aligned assessments, Analysis of data, progress monitoring, rit instruction, small group instruction, Unit planning, Reteaching, Bilingual education</p>	Design team	Aug 29, 2016	Jun 30, 2018	On-Track
<p>✦ Develop CCSS-aligned unit plans and create a vertical alignment map. This includes summer planning workshops for each grade-cluster.</p> <p>Tags: Aligned resources, Balanced literacy, Depth of knowledge, Academic expectations, Standards-based instruction, Student engagement, Mars, Approaches to teaching and learning - ib, Approaches to teaching and learning, Achievement, Acceleration, Academic rigor, Close reading, Gradual release of responsibility, Attainment, Curriculum planning, Access, College and career, Complex texts, Complex tasks, Technolgy, Ccss all, Classroom assignments</p>	All	Jun 30, 2016	Jun 30, 2018	Not started
<p>✦ Continued use of Engage NY, GO Math, and FOSS to ensure rigorous student text/tasks and the shifts of the CCSS/NGSS.</p> <p>Tags: Aligned resources, Balanced literacy, Depth of knowledge, Academic expectations, Standards-based instruction, Student engagement, Mars, Approaches to teaching and learning - ib, Approaches to teaching and learning, Achievement, Acceleration, Academic rigor, Close reading, Gradual release of responsibility, Attainment, Curriculum planning, Access, College and career, Complex texts, Complex tasks, Technolgy, Ccss all, Classroom assignments</p>	All	Jun 30, 2016	Aug 30, 2018	Not started
<p>✦ Use of I DO, We DO, YOU DO scaffolded lesson planning evident in weekly lesson plans</p> <p>Tags: Aligned resources, Balanced literacy, Depth of knowledge, Academic expectations, Standards-based instruction, Student engagement, Mars, Approaches to teaching and learning - ib, Approaches to teaching and learning, Achievement, Acceleration, Academic rigor, Close reading, Gradual release of responsibility, Attainment, Curriculum planning, Access, College and career, Complex texts, Complex tasks, Technolgy, Ccss all, Classroom assignments</p>	All	Aug 30, 2016	Jun 30, 2018	Not started
<p>✦ Use of MARS (performance assessments) tasks in all grades</p> <p>Tags: Aligned resources, Balanced literacy, Depth of knowledge, Academic expectations, Standards-based instruction, Student engagement, Mars, Approaches to teaching and learning - ib, Approaches to teaching and learning, Achievement, Acceleration, Academic rigor, Close reading, Gradual release of responsibility, Attainment, Curriculum planning, Access, College and career, Complex texts, Complex tasks, Technolgy, Ccss all, Classroom assignments</p>	All	Aug 30, 2016	Aug 30, 2018	Not started

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 I/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.

We host monthly NCLB PAC meetings as mandated each year. In these meetings, parents address a variety of concerns. This year, we focused on the shift to CCSS in math and how parents could support students at home.

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

Annual Meeting on September 29. Organizational Meeting on October 7.

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.

Parents are provided a large number of curriculum supports at each NCLB meeting. We teach parents how to help students complete their homework effectively.

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.

We discuss all parent concerns at the monthly parent coffee chats.

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.

Parents receive NWEA scores at each testing window. PARCC data goes home as soon as it becomes available.

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.

Parents will be provided a letter stating the teacher is not highly qualified. There are no teachers assigned to an area in which they are not highly qualified.

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

Parents complete multiple workshops on PARCC and how to prepare their children to be successful test takers.

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.

There is technology available for all parents who come to the designated parent room. The CPC teacher provides ESL support for any parents needing it.

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.

During opening professional development, teachers are given a list of expectations about how the school will address parent concerns.

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.

The Child Parent Center at our school is a strong support system for our early childhood program. Parents are constantly coming to volunteer and seek assistance.

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.

All parent letters are sent home in both English and Spanish.

Policy Implementation Activities

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

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

n/a

Parent Compact

Complete

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

The school will create highly engaging academic opportunities across all grade-levels in preparation for college and beyond.

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.

The official parent teacher conferences are held twice a year (November and April). Individual classroom teachers hold conferences as often as needed.

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

NWEA and TRC reports are sent home with students at the end of each testing cycle.

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

Parents can communicate via email, dojo, written letters, or telephone calls. All teachers make themselves available for 1:1 conferences, if requested.

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 can volunteer to help in a classroom, and are encouraged to participate in field trips and family fun nights.

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

Parents will assist with homework completion each night. Parents are responsible for getting students to school and on-time each day. We strive to have all students on-track.

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

Parents can discuss concerns during coffee chats, LSC, PAC/BAC, and PTO meetings.

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

Students are encouraged to help one another. Classroom rewards are given to rooms achieving high attendance, examples of positive behaviors, and reading challenges.

Parent Budget

Complete

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

Increase student growth on NWEA to 60% of students meeting growth targets and 25% of students meeting attainment targets.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 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.	\$ 999 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS	\$ Amount .00

Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
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53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
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53306	Software Must be educational and for parent use only.	\$	Amount	.00
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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.	\$	2498	.00
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