



Walt Disney Magnet Elementary School (/school-plans/124) / Plan summary

## 2016-2018 plan summary

### Team

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Team meetings

Date	Participants	Topic
11/13/2015	All staff professional development - Administration Lead	Teachers were asked to discuss the strengths and weaknesses in grade levels. Teachers were then asked to submit two strengths and two areas for growth. Teachers were also asked to explain why the areas were strengths and provide recommendations for improving the growth area
11/13/2015	All staff professional development - ILT Lead/CIWP Team	ILT led a discussion with staff about the results of My School My Voice. Administration not present to allow for honest and open discussions. ILT encouraged staff to engage in this year's survey and the importance of items really reflecting the schools' true identity.
01/12/2016	ILT/CIWP Meeting	ILT/CIWP Team received the hard copy of the 2014-16 Goals and Action Steps. They are to lead their grade level teams in determining if actions steps should continue, be deleted or revised.
01/19/2016	Administrative Team Meeting	Administration was provided with the summary of the teacher's two strengths and two areas for improvement. Floor directors identified action items and provided teachers with specific responses and supports.
02/01/2016	Grade Level Meetings - week of Feb 1 - Feb 4	Principal attended every grade level meeting and asked teams to provide feedback and concerns under each of the 17 SEF categories. The Principal then followed up in writing to full staff the highlights and recommendations for improvement.
02/05/2016	All staff professional development	Administration reintroduced the School Effective Framework and the ranking rubric. Teams were engaged in discussions about all categories. They provided evidence for each of the categories to the larger group.
02/11/2016	Local School Council Meeting	Principal lead the council members in reflecting on the educational programs. Members shared what they liked about the program and recommendations for improvement.
02/16/2016	ILT/CIWP Meeting	Principal shared results from the grade level

discussions with the ILT/CIWP Team. Asked the team for any additional input they might want to add. Scheduled a follow-up meeting to complete the SEF rating and identifying the evidence to support it.

02/18/2016	Math Team Meeting	The math team reviewed the 2014-16 action steps to determine whether they should be kept, deleted or revised. Additional action steps were also created to reflect any new strategies implemented this year.
03/09/2016	ILT/CIWP Meeting	The ILT/CIWP team rated the school using the School Effective Framework, identified evidence to support the rating, viewed school data to determine the growth targets and identify the priority goals for the 2016-18 CIWP.
04/08/2016	Institute Professional Development - Grade Level Teams	Teachers were asked to identify strategies to support the SEF focus of: relational trust, student voice and engagement, and restorative discipline. Teams shared out one strategy and submitted their pod plans.
05/25/2016	Special LSC Meeting	Approval of initial CIWP strategies; final strategies will be based on budget
07/20/2016	LSC Meeting	Approval of Final CIWP strategies with budget

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

- School Mission & Vision
- School Organization Chart & Theory of Action
- Disney SSR
- School Schedules
- PD Calendars/Agendas
- School wide assessment data
- SQRP

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

### Instructional Leadership Team:

Score

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

1 2 3 4

LT feedback about concerns and celebrations  
 ILT agendas  
 ILT professional discussions/articles  
 ILT schedule for sharing out to grade levels  
 83% completion of MSMV survey for teachers

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

**Professional Learning:**

Score

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

1 2 3 4

- PD bullets
- STARS PD procedure
- Collaboration/Peer observations, flexible by team
- Strategies Share Outs during weekly team meetings
- Coaching conversation around math talks & small group instruction
- Professional Development resources
- Professional readings
- Tricks of the Trade/Workshops
- Push-in of Tech Liaison and Tech integration
- Frontier project

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

#### 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

School Schedules  
 Teacher Retention data  
 Urban Gateways, Computer Science for All, CSO, Disney Museum, Consultant for the Arts,  
 Harcourt, Budgets by grade level  
 Teacher review of resources  
 Teacher Supply Wish List  
 Community Resources  
 Evidence of effectiveness

#### 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 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

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
Measures	✓ 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	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
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.

1 2 3 4

Harcourt Reading Common Core  
Harcourt Go Math and Big Ideas  
Direct Instruction (DI)  
Fast ForWord  
Curriculum Maps  
Pacing Guides  
Ready Core  
Science Fusion  
eSpark, IXL, NewsEla,  
College and Career Unit  
Variety of facilities

### 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=&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

Harcourt  
 Go Math and Big Ideas  
 eSpark  
 Coding  
 SEL  
 NewsEla  
 IXL Math  
 Think Central  
 ST Math  
 DI  
 Fast ForWord  
 Flocabulary  
 Frontier Pilot  
 Social Studies textbook  
 Mars Task  
 Lesson Plan Format/Expectations  
 Brainpop, CNN News, Kahoot, MyOn, Safari Montage  
 Reading A-Z  
 Genius Hour  
 Project Design

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

### 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

Student Writing samples  
 Student Math samples  
 Project-based learning  
 CAC units  
 Gifted-Quarterly projects  
 Principal provided professional reading  
 Mars Tasks  
 Genius Hour  
 Project Design  
 Coding  
 Dyson project  
 3D Printing  
 Lesson Plan Format/Expectations  
 Varied Instructional Methodology

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

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

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

Score

1 2 3 4

Data on students to selective enrollment  
 Scheduled trips to high schools  
 College and career units  
 5th-Discovering yourself  
 6th- High Schools  
 7th-Colleges  
 8th-Careers  
 College Corners  
 College Bulletin Boards  
 Coding curriculum  
 Career Speakers  
 College visits  
 High School Fair  
 Destination Disney  
 CTE-early childhood internship program with Pre-K  
 Golden Apple Scholars  
 Transitioning from 1st floor to 2nd flr and from 2nd flr to 3rd flr  
 Career Speakers on 1st and 2nd flr

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	<p>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</p> <p>C2. Builds a culture of high aspirations and achievement for every student.</p>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

**Instruction:**

Score

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

1 2 3 4

- Student flexible grouping
- Lesson discussion
- Strategies binder
- DDI
- data-driven instruction (exit tickets, assessments)
- MTSS
- Varied Instructional Strategies
- Marzano's 9 Essential
- Higher order thinking questions
- Reciprocal Teaching
- Professional readings
- Instructional pacing
- 21st Century Learning
- Lesson Plan forma

**Guide for Instruction**

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

- Intervene in a timely and effective way to help students who are struggling.
- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

Score

1 2 3 4

MTSS Tracker  
 Referral Process  
 Personal Learning Plans  
 Tiered assessments  
 Remediation Plan  
 Progress reports  
 Failure notices  
 MTSS PD to explain process  
 Interventions and accommodations  
 Special Education Team  
 Self-contained, inclusion and resource models  
 Health curriculum-SEL  
 Sex Ed  
 Mindful Practice  
 Parent Teacher Conferences

### Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.

- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

Score

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

1 2 3 4

Pacing documentation  
 Grading policy  
 School wide grading scale  
 Grading categories weights  
 Gifted grading scale  
 DI grading scale  
 Grade Distribution reports (course success rate)  
 PPLC homework grading  
 Sports eligibility process  
 Shared rubrics  
 Formative and Summative assessments  
 Digital assessments-Think Central, IXL analytic

### 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
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

1 2 3 4

Exit ticket trackers  
 Student portfolios  
 Student goal setting  
 Growth Mindset info  
 The Disney Way  
 Classroom expectations  
 Displaying student work  
 Power of Four  
 Progress Charts  
 Academic goal setting conversations-grades, MAP scores  
 STARS Bulletin board  
 DDI Boards  
 HOTS  
 Classroom Discussions  
 21st Century Learning  
 Common Language  
 Classroom Environment Checklists  
 Bulletin Boards featuring Colleges and Careers

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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

Score

1 2 3 4



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.

- Student survey
- SEF teacher feedback
- ILT Concerns and celebrations
- Shout Outs
- Secret Colleague recognition
- Peer Observation
- Social Committee Events-(Pot lucks,
- Mindful Practice SEL Focus
- Pep Rally
- Social Services small groups
- Anger management, social skills, recess re-do
- Indoor recess-group
- School Sports

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

#### 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 interest surveys  
 Rates of completion MVMS  
 3rd floor student voice committee- newsletter  
 Pep Rally  
 3rd floor Incentive Program  
 Student of the week  
 Field Trips  
 Sports  
 Battle of the Books  
 Arts and technology extensions  
 Classroom expectations co-creating with students and teachers  
 Mindful Practice SEL Focus  
 Social Services small groups: Anger management, social skills, recess re-do

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

### Students...

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
Measures	✓ MVMS Student Survey completion rates and results
Five Essentials	✓ Five Essentials – Supportive Environment
CPS Framework for Teaching	Supportive Environment
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
CPS Performance Standards for School Leaders	<a href="#">3c. Engaging Students in Learning</a>
	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

**Safety & Order:**

Score

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.

1 2 3 4

- Security guards
- Student Survey
- Student logger report
- REACH evaluation report-majority of teachers are proficient or distinguished in classroom management and procedure
- The Disney Way
- Mindful Practice SEL themes
- Detention Pilot
- Entry and exit procedures
- Morning and afternoon duties
- Admin and adults prescribe and model
- Co-creating classroom rules and expectations
- Calm Classroom
- Detention Pilot

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

**Restorative Approaches to Discipline:**

Score

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

1 2 3 4

Parent meetings  
 Floor directors  
 administrative team  
 Recess Redo  
 Student Logger  
 School student survey  
 Student MSMV-completion data 98% primary & upper-97%  
 Restorative Practice  
 Mindful Practice SEL themes  
 3rd floor incentive programs  
 Reflection sheets  
 MTSS monitoring protocol

### 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

#### Parent Partnership:

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

Score

1 2 3 4

School parent survey completion  
 Report on parent portal  
 Report card pickup  
 Outreach efforts  
 Flyers  
 Principal Bi-weekly newsletter  
 Disney Website  
 PAC,LSC, PTA  
 Coffee and Conversation  
 LSC, PAC, PTA Newsletters  
 Redesign of school website  
 Parent Volunteers  
 PTA fundraiser  
 Parent Volunteer Dinner  
 Men and Women of Disney  
 Parent Guilds  
 Multicultural event for 1st flr  
 CAC Units  
 Parent volunteer for field trips  
 Parent training workshops  
 Dance through the Decades  
 PTA Movie Night  
 PTA Facebook page  
 College and career night

## Guide for Parent Partnership

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

## Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

4 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.	93.00	85.00	88.00	90.00
<b>National School Growth Percentile - Math</b>				
Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.	78.00	67.00	73.00	78.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Our 2015 actual was 54.2. We used this to set our goals for 2016 and 2017. Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.	57.50	(Blank)	63.00	70.00
<b>African-American Growth Percentile - Reading</b>				
Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.	86.00	66.00	73.00	78.00
<b>Hispanic Growth Percentile - Reading</b>				
Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.	77.00	91.00	93.00	94.00
<b>English Learner Growth Percentile - Reading</b>				
Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>				

Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.

3.00

25.00

40.00

52.00

#### African-American Growth Percentile - Math

Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.

58.00

66.00

73.00

78.00

#### Hispanic Growth Percentile - Math

Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.

63.00

58.00

66.00

73.00

#### English Learner Growth Percentile - Math

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.

(Blank)

(Blank)

0.00

0.00

#### Diverse Learner Growth Percentile - Math

Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.

44.00

13.00

30.00

44.00

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

Our score from 2015 was 96%  
Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.

95.00

96.00

96.50

97.00

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

Our score from 2015 was 97%  
Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.

98.00

97.00

97.50

98.00

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

Our score from 2015 was 90%  
Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.

96.00

90.00

92.00

93.00

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



Our score from 2015 was 86%  
 Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.

93.00 86.00 89.00 91.00

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

Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.

51.10 44.40 55.00 64.00

**Average Daily Attendance Rate**

Our attendance from 2015 was 96.4%  
 Our goals have been established according to the formula used to set CIWP goals from years past. We believe the formula provides us with attainable goals in order to show student growth and attainment. The formula is the difference between 99% and actual score multiplied by 20% and added to previous actual score. After analyzing multiple sources of data, we believe these goals to be realistic goals in order to move our school forward and to ensure adequate student progress.

96.40 96.40 97.00 97.50

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

We would like to move from partially organized to organized next year. In 2017 we hope to be well organized. We are striving to be well organized because we believe with a well organized school we will reach new heights in student achievement.

(Blank) (Blank) (Blank) (Blank)

Custom metrics

0 of 0 complete

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

**Strategies**

**Strategy 1**

If we do...

...then we see...

...which leads to...

If we continue to increase teacher capacity for implementing Literacy CCSS into practice

we will see ELA instruction aligned to the Common Core Standards that utilize high impact instructional strategies and rigorous assessment practices that build on skills from one grade to the next.

which leads to student academic success demonstrated by 88% in 2016-2017 and 90% in 2017-2018 National growth percentile ranking which reflect a 3% and 7% growth, respectively.

Tags:

Literacy/Reading, Instruction, Writing

Area(s) of focus:

1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

All students will be assigned to the appropriate instructional group: Regular Education, Direct Instruction, Diverse Learners, Bilingual Instruction, EL Instruction or Gifted Instruction using input from teachers and floor directors.

Floor Directors with teacher input

Sep 1, 2016 to Jun 29, 2018

map scores, consolidated spread sheets, and grades

On-Track

**Instructional practices**

Continue our grouping practices to ensure optimum student performance: homogeneous grouping practices for reading in K-2; heterogeneous grouping practices for all subjects (reading, math, science and social studies) in grades 3-8.

Floor Directors with teacher input

Oct 1, 2016 to Jun 29, 2018

Walking Reading Groups

On-Track

**Instructional practices**

Continue to implement the gifted program in K-8; homogeneous self-contained classrooms; accelerating reading and enhancing activities for language, logic and vocabulary; implementing 1 project a quarter using the KUD format.

Principal, Floor Director, and Gifted Coordinator with teacher input

Sep 1, 2016 to Jun 29, 2018

Frequent Monitoring of Data Analysis

On-Track

**Instructional practices, Acceleration, Reading**

Floor Directors and Teachers will review student progress after every MAP assessment to determine the need for change - flexible grouping practices for reading.

Floor Directors with teacher input

Sep 1, 2016 to Jun 29, 2018

Data Dialogue Agendas

On-Track

**Assessment, Data Use, Instructional practices**

Teachers will continue to implement the Harcourt Journeys K-5 and Holt Literature 6-8 on a daily basis; emphasizing our problem of practice - Higher Order Thinking Strategies (HOTS.)

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans and Pacing Guides

On-Track

**Instructional practices**

K-5 teachers will continue to supplement the Harcourt Journeys with elements from Lucy Calkins Writing Program; 6-8 grade teachers will supplement the Holt Literature with the Write Source.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans and Pacing Guides

On-Track

**Curriculum, Writing, Reading**

The low performing students in K-3 grades will receive intensive reading instruction using the Direct Instruction Program supported by Harcourt.

Direct Instruction Teachers

Sep 1, 2016 to Jun 29, 2018

Data Analysis, Grades and Teacher Input

On-Track

**Data Use, Curriculum, Reading**

The low performing students in 2nd & 3rd grades will be scheduled into the Fast ForWord Lab to support their thinking skills.

Direct Instruction Teachers

Sep 1, 2016 to Jun 29, 2018

Data Analysis, Grades and Teacher Input

On-Track

**Intervention, Data Use, Curriculum**

Teachers in K-5, Bilingual, EL Resource and Diverse Learners classroom will supplement Harcourt Journeys with Reading A-Z vocabulary and comprehension portions; LLT will continue to use Reading A-Z with below level readers to boost reading skills.	Teachers	Sep 1, 2016 to Jun 29, 2018	Teacher request	On-Track
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**Bilingual, Instructional practices**

The Lead Literacy Teacher will continue to model strategies in the classroom (i.e. reciprocal teaching, QAR, written response to reading, HOTS, etc.); LLT will support teacher needs (formative assessments) and evaluating student progress.	Lead Literacy Teacher	Sep 1, 2016 to Jun 29, 2018	Lesson Plans and Pacing Guides	On-Track
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**Instructional Coaching, Cycles of professional learning**

Teachers will communicate every five weeks with the MTSS team (floor director, counselor & APs) to identify students in need, next steps, interventions, etc; MTSS Team meets every five weeks to monitor student progress and needs.	MTSS Team and Teachers	Sep 1, 2016 to Jun 29, 2018	MTSS Schedule and Folders	On-Track
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**Data Use**

Teachers will modify activities, instruction & lessons based on student MAP reading strengths/targets; Strategies include use of DDI materials, differentiated instruction, interventions, HOTS, eSpark apps, etc.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans, Data Analysis and Strategies Binder	On-Track
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**Intervention, Instructional practices**

Teachers will continue to introduce the word of the week and grammar tip of the week to all students; provide practice.	Teachers	Sep 1, 2016 to Jun 29, 2018	Bulletin Boards	On-Track
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**Instructional practices**

Teachers will work together to create one curriculum document that identifies the big concepts, pacing schedule and helpful tips for parents quarterly. (Revised Curriculum Documentation Format)	Teachers	Sep 1, 2016 to Jun 29, 2018	Quarterly Curriculum Documentation	On-Track
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**Teacher Teams/Collaboration, Instructional practices**

Teachers will identify the appropriate materials to implement the curriculum (all subjects); instructional materials. [2,500 per pod]

Grade Level Teams with Floor Director

Sep 1, 2016 to Jun 29, 2018

Orders

On-Track

#### Teacher Teams/Collaboration, Materials

Teachers will identify the appropriate supplies to implement the curriculum (all subjects); supplies. [1,500 per pod]

Floor Director with teacher input

Sep 1, 2016 to Jun 29, 2018

Orders

On-Track

#### Teacher Teams/Collaboration, Materials

Teachers will utilize online resources (i.e. ThinkCentral, BrainPop, and eSpark, MyON library and Safari) and technology (iPads, Promethean Boards and labs) in presenting and delivering curriculum to all students.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson plans

On-Track

#### Instructional Coaching

Teachers will engage all students on the newly purchased IXL ELA (1-8) and NewsELA (K-8) Programs to assist with CCSS, grammar and understanding informational text.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson plans

On-Track

#### Instructional practices

Encourage classroom teachers and librarians to use the MyON library to access to reading materials that are varied, rigorous and level appropriate as required by CCSS.

Librarians

Sep 1, 2016 to Jun 29, 2018

Lesson Plans

On-Track

#### Technology, Differentiation, Reading

Teachers will expand academic and content vocabulary according to CCSS throughout the school year.

Teachers with support from Literacy Lead Teacher

Sep 1, 2016 to Jun 29, 2018

Lesson Plans

On-Track

#### Instructional practices, Ccss

Teachers will review and practice the PARCC test format with students in grades 3-8 (school wide simulation); Teachers will use Ready Common Core Reading for regular test practice.

Teachers with direction from Floor Directors

Feb 1, 2017 to Mar 31, 2017

School calendar

On-Track

#### Assessment

Continue to implement the use of eSpark schoolwide to support students' needs and differentiate instruction based on students' targets.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plan and Usage Report	On-Track
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**Technology, Intervention, Personalized Learning**

Continue to refine/implement the college and career readiness units in the upper grades: 5th - Job Readiness, 6th - High School Selection, 7th - College Preparation and 8th - Career Exploration; Ensure that these units have a writing component.	Teachers with the Floor Director supervision	Sep 1, 2016 to Jun 29, 2018	School Calendar and Lesson Plans	On-Track
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**College Access and Persistence, Teacher Teams/Collaboration**

Provide Sped teachers with the appropriate supplies to implement the curriculum; supplies. [500 per teacher]	Special Education Teachers	Jun 13, 2016 to Jul 15, 2016	Orders	Not started
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**Diverse Learners, Instructional practices**

Purchase five reduced-size teachers to support/implement the educational program.	Principal	Sep 1, 2016 to Jun 29, 2018	Staffing Requisitions and School Organizational Chart	On-Track
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**Instruction**

Purchase two teacher aides to support the implementation of both Direct Instruction and Fast ForWord instruction with students.	Principal	Sep 1, 2016 to Jun 29, 2018	Staffing Requisition and Schedule	On-Track
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**Intervention, Instruction**

Provide monies for Ready to Learn supplies: Direct Instruction materials, art supplies, math manipulative, etc.	Principal with Floor Director and Teacher input	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Materials**

Continue the monthly voluntary literacy IIC meetings to evaluate the reading and writing programs and make recommendations about improvements, supports, etc.	Lead Literacy Teacher and Assistant Principal	Sep 1, 2016 to Jun 29, 2018	Agendas	On-Track
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**Writing, Collaboration, Reading**

Have literacy committee share out with whole staff their findings and suggestions through grade level presentations, memos, and/or professional development days.	Members of the Literacy IIC	Sep 1, 2016 to Jun 29, 2018	Agenda	Not started
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**Writing, Collaboration, Reading**

Literacy IIC will continue their work on analyzing student work through different writing genres (expository, opinion, persuasive and narrative.)	Members of the Literacy IIC	Sep 1, 2016 to Jun 29, 2018	Agendas	Not started
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**Writing, Collaboration, Reading**

Literacy IIC will analyze lesson plans for the focus of teaching writing effectively	Members of the Literacy IIC	Sep 1, 2016 to Jun 29, 2018	Agendas	Not started
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**Writing, Collaboration, Reading**

Literacy IIC will continue to work on aligning writing to reading and sharing strategies with grade level once a month.	Lead Literacy Teacher and Assistant Principal	Sep 1, 2016 to Jun 29, 2018	Agendas	Not started
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**Literacy/Reading, Writing, Collaboration**

Lead Literacy Teacher will lead professional development that focus on CCSS, Literacy, Test Taking Skills, Writing, etc. during school wide PD.	Principal	Sep 1, 2016 to Jun 29, 2018	Agendas	On-Track
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**Literacy/Reading, Professional development**

Teacher will expand their use of HOTS, critical analysis of complex text and incorporating a range of reading genres.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Professional Learning, Professional responsibility**

Teacher will develop student writing ability through multi opportunities that include response to reading and writing in multiple genres (i.e. narrative, argumentative and opinion.	Teachers	Sep 1, 2016 to Jun 29, 2018	Agendas	On-Track
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**Writing, Argumentative writing**

Teacher representatives will participate in Network professional development when available.	Teachers	Sep 1, 2016 to Jun 29, 2018	Agendas	On-Track
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**Professional development**

Continue the Tuition Based Pre School Program for students age 3 and 4.	Teachers	Sep 1, 2016 to Jun 29, 2018	Staffing and Lesson Plans	On-Track
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**Literacy/Reading, Instruction**

Pilot the Cite Lighter Program for writing in grades 6,7 and 8 grade.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Technology, Writing**

**Strategy 2**

If we do...

...then we see...

...which leads to...

If we continue to Increase the teacher capacity to implement Mathematics CCSS into practice ...

teacher collaborative development of math instructional units that utilize math inquiry to build students' foundational, procedural and conceptual mathematics knowledge from one grade to the next.

which leads to student academic success demonstrated by 73% in 2016-2017 and 78% in 2017-2018 National growth percentile ranking which reflect a 6% and 11% growth, respectively.

Tags:  
Math, Instruction

Area(s) of focus:  
1

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Continue our heterogeneous grouping practices for 3-8 in all subject matters (math, reading, science and social studies); heterogeneous math, science and social studies and homogeneous reading for K-2 .	Floor Director with teacher input	Sep 1, 2016 to Jun 29, 2018	MAP scores, consolidated spread sheet and grades	On-Track

**Instructional practices, Mathematics**

Continue to implement the gifted program in K-8; homogeneous self-contained classrooms; accelerating math a full year; emphasizing real life application and problem solving strategies.	Principal, Floor Director, and Gifted Coordinator with teacher input	Sep 1, 2016 to Jun 29, 2018	Frequent monitoring of data analysis	On-Track
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**Math, Instructional practices, Acceleration**

Teachers will continue to implement the new CCSS Harcourt K-5 Go Math and 6-8 Holt Big Ideas Series for mathematics.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Curriculum, Mathematics**

Teachers in grades 2 & 3 will continue to provide ST math one hour a week to support learning.	Teachers with Floor Director Monitoring	Sep 1, 2016 to Jun 29, 2018	Lesson Plan and Schedule	On-Track
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**Math, Intervention, Instructional practices**

Teachers of diverse learning in grades 2 & 3 will use ST Math to improve students' math skills.	Teachers with Floor Director Monitoring	Sep 1, 2016 to Jun 29, 2018	Lesson Plan and Schedule	On-Track
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**Diverse Learners, Intervention**

Teachers will work together to create one curriculum document that identifies the big concepts, pacing schedule and helpful tips for for parents quarterly. (Revised Curriculum Documentation Format)

Teachers

Sep 1, 2016 to Jun 29, 2018

Quarterly Curriculum Document

On-Track

**Collaboration, Curriculum map**

Teachers will communicate every five weeks with the MTSS team (floor director, counselor & APs) to Identify students in need, next steps, interventions, etc; MTSS Team meets every five weeks to monitor student progress and needs.

MTSS Team with teacher input

Sep 1, 2016 to Jun 29, 2018

Folders and Tracking Report

On-Track

**MTSS, Academic supports, Collaboration**

Teachers will modify activities, instruction & lessons based on student MAP strengths/targets for math; Strategies include use of DDI materials, small group instruction, math talks, use of multi-step problems, real life problem solving and questioning.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans

On-Track

**Instructional strategy**

Teachers will utilize online resources and technology in presenting and delivering curriculum to all students (i.e. ThinkCentral, BrainPop, eSpark, Safari, IXL Math and ST Math.)

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans and Observations

On-Track

**Technology, Instructional strategy**

Continue the monthly voluntary mathematics IIC meetings to evaluate the math curriculum, make recommendations for improvements and identify strategies to supports student learning.

Assistant Principal

Sep 1, 2016 to Jun 29, 2018

Agendas

On-Track

**Collaboration**

Math IIC will collaborate on identifying rigorous task and sample mathematics units from CPS Math Content Framework; Math IIC members will share strategies at data dialogues once a month.

Math IIC members

Sep 1, 2016 to Jun 29, 2018

Agendas

On-Track

**Collaboration**



Teachers will review and practice the PARCC test format with students in grades 3-8 (school wide simulation); Teachers will use Ready Common Core Math for regular test practice.

Teachers

Sep 1, 2016 to Jun 29, 2018

School Calendar

On-Track

**Assessments**

Teachers will focus mathematical instruction on the CCSS' greater focus of skills, coherence of knowledge and increased rigor.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans

On-Track

**Common core state standards**

Teachers will ensure the Eight CCSS Mathematical Practices are taught, understood and opportunities created to apply them in class.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans and Observations

On-Track

**Common core state standards**

Teachers will introduce academic and content vocabulary for mathematics to students.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans

On-Track

**Math, Common core state standards**

Re-initiate the Math Madness competitions quarterly with the third floor students.

Teachers

Sep 1, 2016 to Jun 29, 2018

School Calendar

On-Track

**Mathematics**

Purchase Subtraction in Action Kits (two) to support the 2nd grade students with basic math skills.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans, Observations

On-Track

**Mathematics**

**Strategy 3**

If we do...

If we continue to increase the teacher capacity to implement Science CCSS into practice ..

...then we see...

increased rigor of instruction that prepare students for shifts in Science instruction by adopting a model-based inquiry approach to instruction

...which leads to...

which leads to student academic success demonstrated by 88% in 2016-2017 and 90% in 2017-2018 National growth percentile ranking which reflect a 3% and 5% growth, respectively.

Tags:  
Science, Instruction

Area(s) of focus:  
1

Action step

Responsible

Timeframe

Evidence for status

Status

Purchase an aide to function as the science assistant who will oversee the science lab, orders materials, maintains the vivarium and community garden.

Principal

Sep 1, 2016 to Jun 29, 2018

Staffing and Lab Schedule

On-Track

**Science instruction**

Floor directors and teachers will schedule grades 3-8 into the science lab to provide students with hands on experiments.

Floor Directors and Teachers

Sep 1, 2016 to Jun 29, 2018

Schedule

On-Track

**Science, Curriculum**

Teachers will continue to study and implement the Next Generation Science Standards (2016); Schedule presentations at grade level meetings, before/after school and/or during professional development meetings whenever possible.

Teachers

Sep 1, 2016 to Jun 29, 2018

Curriculum Documentation, agendas and articles

On-Track

**Curriculum**

Grade level teachers to identify and implement assessments quarterly that address NGSS.

Teachers

Sep 1, 2016 to Jun 29, 2017

Curriculum Documentation

On-Track

**Curriculum**

Teachers will use the eight practices of science and engineering to teach science concepts (asks questions, use models, investigate, analyze & interpret data, reason mathematically, construct explanations, engage in arguments, and communicate information.)

Teachers

Sep 1, 2016 to Jun 29, 2018

Agendas and articles

On-Track

**Science**

Science assistant to maintain the 3D Printing/Maker's Lab; investigate how to integrate lab usage into instruction.

Science Coordinator

Sep 1, 2016 to Jun 29, 2018

Science Lab Schedule

On-Track

**Technology, Curriculum, Science lab**

Continue the School wide implementation of Science Fusion daily (K-8.) and embed science standards (NGSS.)

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans

On-Track

**Science, Curriculum**

Teachers to reconvene the Dyson Science Partnership.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans and Art Integrated Units Calendar

On-Track

**Science, Partnerships, Collaboration**

Teachers will implement the NWEA science assessment to students in grades 3 through 8.	Teachers	Sep 1, 2016 to Jun 29, 2018	MAP schedules	On-Track
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**Science, Assessment**

Teachers will review results of science assessment to match to curriculum and determine instructional focus.	Teachers	Sep 1, 2016 to Jun 29, 2018	Data Dialogue Agendas	On-Track
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**Data Use, Collaboration**

Teachers will identify science experiments to implement in grades K-4 quarterly (three to four experiments.)	Teachers	Sep 1, 2016 to Jun 29, 2018	Kits and schedule	On-Track
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**Science instruction**

Continue to provide materials/supplies to fully implement the science lab.	Science Coordinator	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Materials**

Teachers will continue to have students in grades 5-8 create science projects.	Teachers with support from the science coordinator	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Science instruction**

Teachers will continue to have students in grades 2 through 4 develop science projects; schedule grade level science fairs and invite parents to attend.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans and school calendar	On-Track
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**Science instruction, Science fair**

Continue to encourage teachers to participate in year 2 of the Golden Apple Science professional development; develop and strengthen the science skills of teachers.	Principal	Sep 1, 2016 to Jun 29, 2018	Agendas and Lesson Plans	On-Track
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**Professional development, Science instruction**

Teachers will continue to provide coding instruction for a half hour a week using Code.org.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Science, Technology**

Teachers will identify a science word or concept weekly for instructional focus.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Science instruction**

## Strategy 4

If we do...

If we continue to strengthen our instructional program by: 1) applying our magnet focus of arts/technology intergration, 2) providing professional development on varied instructional strategies, 3) focusing on our problem of practice (POP) - higher order thinking, and 4) increasing knowledge and implementation of the common core state standards.

...then we see...

we will see instruction that provides multiple opportunities for authentic learning and that develops students' critical thinking and problem solving capacities.

...which leads to...

100% of classrooms engaged in project-based learning with the design process which leads to students with a well rounded educational background and prepared for the 21st century.

Tags:

Arts, Professional Learning, Instructional practices, Curriculum

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Continue to empower the STARS team to identify professional development activities that focus on varied instructional methodology, brain based learning, literacy, etc.

Principal

Sep 1, 2016 to  
Jun 29, 2018

Agendas

On-Track

### Cycles of professional learning, Leadership, Instructional strategy

Plan professional development activities, approve workshops/conferences funded through STARS, oversee monthly Tricks of the Trade, update STARS website and develop monthly STARS bulletin boards.

STARS Team

Sep 1, 2016 to  
Jun 29, 2018

Agendas

On-Track

### Cycles of professional learning, Leadership, Instructional strategy

Provide professional development activities that focus on CCSS (Literacy, Math & NGSS), Higher Order Thinking Strategies, Restorative Practices, Brain Based Instruction, Arts/Technology Integration, Coding, Project Design and more.

Principal

Sep 1, 2016 to  
Jun 29, 2018

Agendas

On-Track

### Instructional strategy

Technology Coordinator and/or Consultants will continue to train new teachers on school Technology: iPads, Promethean Boards, labs, coding, etc.

Technology Coordinator

Sep 1, 2016 to  
Jun 29, 2018

Agendas

On-Track

### Technology

Promethean Team will continue to demonstrate the use of the promethean board in the classroom and identify resources to enhance the curriculum.

Promethean Team

Sep 1, 2016 to  
Jun 29, 2018

Agendas

On-Track

**Technology**

Hire two Public Allies technology aides to support the large technological demands of our school; support the implementation of our arts/technology focus; implement the 21st Century Skills; two technology and one administrative.	Principal	Sep 1, 2016 to Jun 29, 2018	Schedules	On-Track
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**Technology**

Implement the school's technological vision thru staff training on integrating technology with curriculum, installation and maintenance of equipment, garnishing resources. Purchase Technology coordinator.	Principal	Sep 1, 2016 to Jun 29, 2018	Schedule	On-Track
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**Technology**

Designate seven Magnet positions: Music Technologies, 21st Century Solutions, General Music, Science Art and 3 Kindergarten positions.	Principal	Sep 1, 2016 to Jun 29, 2018	Schedule and Lesson Plans	On-Track
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**Technology, Arts, Instruction, Music, 21st century skills**

Members of the ILT meet monthly to focus on school climate, concerns and CCSS implementation; Members will share out at Data Dialogues once a month.	Principal and ILT members	Sep 1, 2016 to Jun 29, 2018	Agendas	On-Track
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**Leadership, Instructional practices, Collaboration**

MCLT will provide Professional Development activities designed by the magnet and ATLAS programs that integrate arts/technology with curriculum during PD Days and afterschool. MCLT will provide arts training and best practices throughout the school.	MCLT Teacher	Sep 1, 2016 to Jun 29, 2018	Agenda	On-Track
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**Instructional practices, Mclt**

Provide professional development and resources that support teachers in data driven instruction and data driven decision making.	Principal	Sep 1, 2016 to Jun 29, 2018	Agenda	On-Track
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**Data Use**

Purchase two technology assistants to support the technological needs of the school.	Principal	Sep 1, 2016 to Jun 29, 2018	Schedules	On-Track
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**Technology**

Teachers of 5-8 graders will continue to introduce students to the 21st Century Skills of working in teams, collaboratively thinking, and problem solving with multimedia approaches.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**21st century skills, Collaboration**

Provide teachers with a common preparation period for instructional planning.	Principal & Scheduler	Aug 29, 2016 to Sep 2, 2016	Final Schedule	On-Track
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**Instructional planning**

Continue to provide time for weekly meetings for data dialogue, instructional strategy sharing, lesson plan focus, MTSS (academic or behavioral) and grade level business; Once a month have ILT as well as the Literacy and Math IIC share out.	Teachers	Sep 1, 2016 to Jun 29, 2018	Agendas	On-Track
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**Data analysis, Instructional strategy, Collaboration**

Provide funds for maintenance and materials to effectively implement the school's technological labs and programs.	Technology Coordinator	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Technology**

Continue to provide materials to shared facilities teachers to effectively implement their programs (P.E, Art, Music, Library and Computers.)	Shared Facilities Teachers	Jun 26, 2016 to Jul 1, 2016	Orders	On-Track
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**Materials, Supplies**

Provide Chinese language instruction to students in the Gifted Program and Tuition Based Preschool; purchase two Chinese Language teachers.	Chinese Language Teachers	Sep 1, 2016 to Jun 29, 2018	Schedules and Lesson Plans	On-Track
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**Instruction, World language**

Provide art instruction to students as part of our arts/technology magnet focus; Designate one art position to support our magnet focus of arts/technology.	Art Teacher	Sep 1, 2016 to Jun 29, 2018	Schedule and Lesson Plans	On-Track
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**Arts, Instruction**

Purchase a service agreement for instrument repair.	Principal	Sep 1, 2016 to Jun 29, 2018	Orders/Contract	On-Track
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**Materials**

Purchase a third physical education teacher to provide the necessary physical education minutes to students..	Principal	Sep 1, 2016 to Jun 29, 2018	Staffing, Schedule and Lesson Plans	On-Track
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**Instruction, Physical education**

Teachers will continue to expose students to the newer technology skills that will help them with real life application.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Technology, Instruction**

Provide a consultant to support teachers during their art integrated units; Support teachers with script development, performances, videoing, staging, etc.)	Principal	Sep 1, 2016 to Jun 29, 2018	Schedule	On-Track
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**Arts, Assemblies**

Provide additional support for the art integrated projects: backdrops, costumes, displays, materials; update materials in resource room needed for projects.	Principal	Sep 1, 2016 to Jun 28, 2018	Schedule and orders	On-Track
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**Arts, Assemblies**

Identify volunteer master teachers yearly to provide new teachers with orientation/support in the areas of school procedures, instructional strategies, lesson planning, environment, etc.	Volunteer Teacher with principal monitoring	Sep 1, 2016 to Jun 29, 2018	Agendas	On-Track
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**Instructional practices, Teacher-teacher trust & support, Mentor**

Teacher will diversify their instructional toolbox by collecting and sharing strategies and professional readings (strategy binders).	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Professional responsibility, Professional reading**

Provide pods with monies to support and enrich the projects (\$1,500 per pod.)	Principal and monitored by Floor Directors	Sep 1, 2016 to Jun 29, 2018	Orders and CAC Unit Descriptions	On-Track
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**Supplies, Arts and technology**

Provide funds to purchase equipment to implement technology focus (i.e. replacement earbuds, ipad keyboards and cases.)	Principal and monitored by Technology Coordinator	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Technology**

Enhance our school's arts/technology focus through providing artists to support and enrich our arts integrated units (\$1,000 per pod.)	Principal and monitored by Floor Directors	Sep 1, 2016 to Jun 29, 2018	Orders and Unit Plans	On-Track
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**Arts and technology**

**Strategy 5**

If we do...

Continue to provide an enriched and comprehensive learning environment in which students can strive for success.

...then we see...

Systems and structures that promote safe, positive and supportive interactions between adults and students and student-to-student; students

...which leads to...

a decrease in out-of-school suspensions per 100 students from 2.5 to 2.0 in 2016-2017 and 1.6 in 2017-2018.

Tags:

Climate and Culture, SEL, Restorative approaches, Trust

Area(s) of focus:

3, 4, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Continue to provide three security guards to ensure the school is a safe environment for students, teachers, staff and parents.	Principal	Sep 1, 2016 to Jun 29, 2018	size of school	On-Track

**Safety and order**

Continue to hire teacher aides to support the needs of the diverse learner.	Principal	Sep 1, 2016 to Jun 29, 2018	Schedules	On-Track
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**Diverse Learners**

To ensure a healthy school environment, funds for supplies will be provided to our nursing department.	Principal with nurse recommendations	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Supplies**

Continue to provide students with a variety of assemblies: School Expectations, Pep Rally, Concerts, Art Integrated Units, Performances, Multicultural Presentations, Field Trips, Arts Partnership and Special Guests.	Principal with Floor Director Input	Sep 1, 2016 to Jun 29, 2018	Agendas, Surveys	On-Track
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**Enrichment**



Continue to encourage activities that are multiculturally enriched: cultural assemblies, parent evening event, monthly bulletin boards ,etc.	Principal with Floor Director Input	Sep 1, 2016 to Jun 29, 2018	School Calendar and teacher survey	On-Track
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**Multicultural, Assemblies**

Continue to provide assemblies twice a year to honor our student achievements: honor roll, citizenship and perfect attendance in the CAC; two additional presentations will be held in the pod.	Principal with Floor Director Input	Sep 1, 2016 to Jun 29, 2018	School Calendar	On-Track
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**Assemblies**

Continue to provide the Tuition Based After School Program (tutoring, arts and physical activities) for students.	Principal and After school Coordinators	Sep 1, 2016 to Jun 29, 2018	Registration Request and Fees	On-Track
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**Enrichment, After-school, Tutoring**

Schedule the parent/volunteer recognition event and the Women/Men of Disney Breakfast.	Floor Director with teacher input, LSC and PTA support	Sep 1, 2016 to Jun 29, 2018	Teacher Selections and school calendar	On-Track
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**Parental involvement**

Continue to provide opportunities for students to participate in Summer Enrichment Programs that enhance literacy, math and science; create a bucket for teachers.	Summer Enrichment Coordinator	Sep 1, 2016 to Jun 29, 2018	Registration Request and Fees	On-Track
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**Enrichment, Summer supports**

Continue to provide clerical support and tech support during the summer; create a clerical and tech support extended day bucket.	Principal	Sep 1, 2016 to Jun 29, 2018	Schedule	On-Track
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**School wide staff**

Continue to inform parents about school attendance expectations (daily attendance and no tardies) to improve achievement.	Principal, Asst Principal, Floor Directors and Teachers	Sep 1, 2016 to Jun 29, 2018	Dashboard, Principal Newsletter, and Student Attendance	On-Track
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**Expectations, Parent engagement**

Provide opportunities for students to compete in school wide Spelling and Math Bee Competitions.	Teachers with Floor Director monitoring and support	Sep 1, 2016 to Jun 29, 2018	School Calendar	On-Track
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**Instructional practices, Curriculum, Enrichment**

Continue to implement the student logger, elements of the PBIS program, SEL monthly focus, etc. school wide to limit behavioral incidents.

Teacher. Mindful Practice Coaches and Assistant Principals

Sep 1, 2016 to Jun 29, 2018

Student Logger, Agendas, and Observations

On-Track

#### Behavior and Safety, Climate and Culture, SEL, Trust

Continue to implement and refine the quarterly incentive program on the third floor.

Floor Director with Teacher support

Sep 1, 2016 to Jun 29, 2018

School Calendar, agendas and orders

On-Track

#### Climate and Culture, SEL, Incentive, Behavior

Teachers will continue to identify field trips that enhance the school's curriculum, introduce career choices and higher education.

Teachers

Sep 1, 2016 to Jun 29, 2018

Lesson Plans

On-Track

#### Curriculum, Student enrichment

Teachers will continue to provide students with opportunities for physical activity and socialization (Field Days, Sports, Dance, etc).

Teachers

Sep 1, 2016 to Jun 29, 2018

School Calendar

On-Track

#### SEL, Social

Students and parents will be encouraged to read through participation in our book fair - 3X a year.

Teachers; Run by PTA Parents

Sep 1, 2016 to Jun 29, 2018

School Calendar and Classroom Visiting Schedule

On-Track

#### Literacy/Reading, Parental involvement

Continue implementing Calm Classroom 2X a day to support students' social/emotional needs.

Teachers

Sep 1, 2016 to Jun 29, 2018

Student Logger Incidents

On-Track

#### SEL, Self-regulation

Encourage parents to become involved in LSC, PTA, PAC, Parent Guilds, CAC units, Field trips, etc.

Principal, Floor Directors and Committee Presidents

Sep 1, 2016 to Jun 29, 2018

Agenda, Sign in

On-Track

#### Parental involvement

Continue the community partnerships: Community Garden (science), Do Your Part (art), Dyson Project (science), Kirkland & Ellis Law Firm (technology) and 46th Ward Friends of School (supplies).

Principal and Designees

Sep 1, 2016 to Jun 29, 2018

School Calendar

On-Track

#### Partnerships

Continue to encourage PTA in sponsoring two book fairs a year, Dance through the Decades, Teacher Appreciation Breakfast, and one field trip per grade level.	PTA Chairperson with Assistant Principal Monitoring	Sep 1, 2016 to Jun 29, 2018	Agendas	On-Track
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**Parental involvement**

Develop events and workshops to introduce/explain data from MAP to parents, multicultural awareness, college/career preparedness, literacy, etc.	Floor Directors and Assistant Principals	Sep 1, 2016 to Jun 29, 2018	School Calenar	On-Track
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**Parental involvement**

Purchase one school clerk and one guidance counselor assistant to support the needs of the school.	Principal	Sep 1, 2016 to Jun 29, 2018	Size of school	On-Track
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**School wide staff**

Purchase five clerks to support the needs of the school.	Principal	Sep 1, 2016 to Jun 29, 2018	Size of school	On-Track
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**School wide staff**

Purchase a business manager to support/monitor the financial purchases of the school	Principal	Sep 1, 2016 to Jun 29, 2018	Orders, Positions, Budgeting Documentation	On-Track
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**Administration**

Create teacher extended day bucket-Teachers paid to provide lunch recess coverage for upper grades	Principal with Floor Directors' monitoring	Sep 1, 2016 to Jun 29, 2018	Schedule	On-Track
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**Recess, Supervision**

Provide lunch/recess coverage for students. Purchase Mindful Practices	Principal with Floor Directors' monitoring	Sep 1, 2016 to Jun 29, 2018	Schedule	On-Track
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**Recess, Supervision**

Provide three assistant principals to support the academic programs and initiatives of the school	Principal	Sep 1, 2016 to Jun 29, 2018	Size of School	On-Track
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**Administration**

Purchase two floor directors to support the academic programs and initiatives of the school	Principal	Sep 1, 2016 to Jun 29, 2018	Size of School	On-Track
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**Administration**

Continue to encourage PAC in sponsoring 4 parent nights, parent education, and supporting special events (i.e. Literacy Night, Career/College Night and Multicultural Night); Funds to be allocated when budget is received.	Principal and PAC President	Sep 1, 2016 to Jun 29, 2018	Orders and agendas	On-Track
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**Parental involvement**

Create extended day bucket to pay floor directors to prep for opening of school (ie: scheduling, materials, etc.)	Principal	Sep 1, 2016 to Jun 29, 2018	Schedules and orders	On-Track
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**Administration**

Continue participating in the Principal Mentoring program; resident principal to support instruction, data dialogues, MTSS, professional development, etc.	Principal	Sep 1, 2016 to Jun 29, 2018	School Organizational Chart	On-Track
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**Instruction, Administration**

Provide monies to support the needs of students in temporary living conditions.	Principal	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Materials**

Teachers and staff will model and reinforce appropriate language and tone for students.	Administrators, Teachers and Staff	Sep 1, 2016 to Jun 29, 2018	Observations	On-Track
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**Climate and Culture, SEL, Student trust**

Implement the development of classroom pledges, rules, consequences and rewards with student input school wide.	Teachers	Sep 1, 2016 to Jun 29, 2018	Classroom Environment Monitoring	On-Track
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**SEL, Student voice, Student trust**

Teachers to identify classroom incentives to impact trust and behavior.	Teachers	Sep 1, 2016 to Jun 29, 2018	Observations	On-Track
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**SEL, Restorative approaches, School culture climate, Student trust**

Continue the school yearbook in 8th grade; encourage newsletters for classrooms, pods, or floors.	Teachers with Floor Director approval	Sep 1, 2016 to Jun 29, 2018	Newsletters	On-Track
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**SEL, Student voice**

Encourage teachers to create choice boards for instructional assignments allowing student to select topics, presentation format, etc.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Student voice**

Continue the "Fine Dining" programs on 1st and 2nd floor during lunch.	Floor Directors	Sep 1, 2016 to Jun 29, 2018	Observations	On-Track
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**Restorative approaches, School culture climate, Student trust**

Evaluate the Pod 300 Detention Pilot, Pod 200 "Gentlemen's Club" Pilot and Recess Redo; refine programs for continual implementation.	Floor Directors, Teachers and Social Worker	Sep 1, 2016 to Jun 29, 2018	Scheduling	On-Track
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**Restorative approaches, Student voice, School culture climate**

Continue to use reflection sheets with students to help redirect behavior.	Floor Directors and Teachers	Sep 1, 2016 to Jun 29, 2018	Student Logger	On-Track
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**Restorative approaches, Student voice, School culture climate**

Provide contingency funds for decrease in enrollment.	Principal	Sep 1, 2016 to Jun 29, 2018	Budget Deficits and Staffing	On-Track
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**Staffing**

Provide contingency funds for mid-year hospitalization cost.	Principal	Sep 1, 2016 to Jun 29, 2018	Budget Deficits and Staffing	On-Track
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**Staffing**

Provide contingency funds to cover additional substitutes for teacher absences - bucket.	Principal	Sep 1, 2016 to Jun 29, 2018	Budget Deficits and Staffing	On-Track
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**Staffing**

Provide funds for school wide postage cost.	Office Clerks	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Supplies**

Provide funds for outdoor beautification and signage.	Principal and Engineers	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**School climate, School pride**

Provide funds for school wide copier maintenance services.	Principal and Business Manager	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Supplies**

Provide funds for school wide paper to be used for student instruction.	Principal and Business Manager	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Materials**

Provide funds to purchase supplies for main office.	Office Clerks	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Supplies**

Provide funds to purchase supplies needed by individual floors (\$2,000 per floor.)	Floor Directors and Clerks	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Supplies**

Provide contingency funds to cover cadre substitutes.	Principal	Sep 1, 2016 to Jun 29, 2018	Teacher Absences and Conference Request	On-Track
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**Staffing**

Provide funds to pay for building and maintenance needs.	Principal with monitoring of Floor Directors and Engineering	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Materials, Supplies**

Provide funds to purchase furniture needs.	Principal with monitoring of Floor Directors	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Furniture**

PAC to hire teachers to present workshops for parents.	Principal Liaison and PAC Chair	Sep 1, 2016 to Jun 29, 2018	Schedule and Time Sheets	On-Track
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**Parent engagement, Education**

PAC to purchase supplies and books for parent program.	Principal Liaison and PAC Chair	Sep 1, 2016 to Jun 29, 2018	Schedule and Time Sheets	On-Track
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**Materials, Parent engagement, Education**

PAC to purchase refreshments for PAC meetings, trainings and workshops.	Principal Liaison and PAC Chair	Sep 1, 2016 to Jun 29, 2018	Schedule and Time Sheets	On-Track
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**Parent engagement, Supplies, Education**

PAC to hire consultants for parent training.	Principal Liaison and PAC Chair	Sep 1, 2016 to Jun 29, 2018	Schedule and Time Sheets	On-Track
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**Parent engagement, Education**

Improve the concrete on the basketball court to ensure the safety of students.	Principal with engineer input	Sep 1, 2016 to Jun 29, 2018	Orders	On-Track
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**Management, School-wide culture**

Implement the Second Step Program schoolwide to support the social and emotional needs of students.	Teachers with Floor Director monitoring	Sep 1, 2016 to Jun 29, 2018	Orders and Lesson Plans	On-Track
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**SEL, Social emotional, Education**

Provide before and after school activities (i.e. Chorus, Band and Sports.)	Teachers	Sep 1, 2016 to Jun 29, 2018	Schedules	On-Track
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**Music, Sports, Extra-curricular**

**Strategy 6**

If we do...

Increase teacher capacity to support the needs of the English Language Learner through implementation of Literacy CCSS into practice through 1) Bilingual/ESL discussion and planning, 2) Sharing strategies for EL that focus on CCSS, and 3) Analyzing formative assessment to measure student academic performance.

...then we see...

instruction that capitalizes on students' bi-cultural and bi-literate backgrounds to develop students English literacy through application of research-based strategies on second language acquisition...

...which leads to...

Students equipped with improved English language proficiency that allows them to demonstrate academic growth and achievement evidenced by percent of students meeting growth targets on ACCESS increasing to 55% in 2016-2017 and 64% in 2017-2018 which reflects an 11% and 20% increase respectively.

Tags:  
English Learners, Bilingual, Instruction

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers in bilingual education and EL resource will ensure there is environmental print displayed in their classrooms (English, Spanish, Urdu and Wida)	Teachers	Sep 1, 2016 to Jun 29, 2018	Classroom Observations	On-Track

**English Learners, Instructional strategy, Academic supports**

Bilingual teachers will analyze the MAP data to identify the strengths and targets in the reading skills at the end of each testing administration.	Teachers	Sep 1, 2016 to Jun 29, 2018	MAP results 3X a year	On-Track
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**Data Use, Academic gain, Assessments**

EL teachers will analyze the MAP data for the students they service to identify strengths and targets in reading skills at then end of each testing administration.	Teachers	Sep 1, 2016 to Jun 29, 2018	MAP results 3X a year	On-Track
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**Assessment, Data Use, Academic gain**

The Lead Literacy Teacher will schedule times to observe and support teachers both bilingual and ESL teachers with reading strategies.	Lead Literacy Teacher	Sep 1, 2016 to Jun 29, 2018	Schedule and Lesson Plans	On-Track
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**Literacy/Reading**

Principal will encourage staff to get ESL endorsements in order to support our students' needs.	Principal	Sep 1, 2016 to Jun 29, 2018	Emails and flyers advertising program opportunities	On-Track
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**Professional Learning**

Bilingual and EL teachers will implement strategies to increase vocabulary (i.e. everyday language, written text and field of study language).	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans and Observations	On-Track
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**English Learners, Instructional strategy**

Bilingual and EL teachers will use SIOP strategies to support the needs of EL students.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans and Observations	On-Track
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**English Learners, Instructional strategy, Siop**

Bilingual coordinator to inform parents of the program objectives.	Bilingual Coordinator	Sep 1, 2016 to Jun 29, 2018	Agenda BAC	On-Track
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**Bilingual, Parent involvement**

Bilingual coordinator to inform parents of the ACCESS results.	Bilingual Coordinator	Sep 1, 2016 to Jun 29, 2018	Access results yearly and letter approval	On-Track
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**Assessment, Academic gain**

Bilingual teachers to inform parents of the MAP results with strategies to support students learning at home.	Teachers	Sep 1, 2016 to Jun 29, 2018	MAP Results 3X a year	On-Track
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**Academic gain, Assessments**

Bilingual teachers will ensure that students are provided with the required minutes of native language instruction.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Instruction, Wida**

Bilingual team will identify articles, strategies, and materials that will help EL increase proficiency in new ways.	Bilingual Coordinator with support from team members	Sep 1, 2016 to Jun 29, 2018	Agendas	On-Track
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**English Learners, Instructional strategy, Collaboration**



Continue to implement the supplemental program Reading Assistant to support students with transition to English Language.	EL Teachers	Sep 1, 2016 to Jun 29, 2018	Schedule and Lesson Plans	On-Track
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**English Learners, Intervention, Reading**

Continue to use eSpark to differentiate interventions for students in Bilingual Classes.	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans and Usage Report	On-Track
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**Intervention, Bilingual, Instruction**

Implement the CCSS Harcourt Spanish Series .	Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Curriculum, Reading**

Continue to support needs of Urdu language students through EL services, small group instruction, use of Reading Assistant, environmental print, etc.	EL Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Bilingual, Instruction**

El teachers will integrate technology such as ipads to support EL instruction; EL teachers will use Reading A-Z to support vocabulary and comprehension skills.	EL Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson Plans	On-Track
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**Technology, Bilingual**

Ensure bilingual coordinator attends the English Learners' Professional Development Activities provided by the system; Share information with Bilingual and EL Resource teachers as needed.	Principal and Bilingual Coordinator	Sep 1, 2016 to Jun 29, 2018	Agendas	On-Track
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**Professional development, Bilingual education**

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ All students will be assigned to the appropriate instructional group: Regular Education, Direct Instruction, Diverse Learners, Bilingual Instruction, EL Instruction or Gifted Instruction using input from teachers and floor directors.</p> <p>Tags: Literacy/Reading, Instruction, Writing, Instructional practices</p>	Floor Directors with teacher input	Sep 1, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Continue our grouping practices to ensure optimum student performance: homogeneous grouping practices for reading in K -2; heterogeneous grouping practices for all subjects (reading, math, science and social studies) in grades 3-8. Tags: Literacy/Reading, Instruction, Writing, Instructional practices</p>	Floor Directors with teacher input	Oct 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to implement the gifted program in K-8; homogeneous self-contained classrooms; accelerating reading and enhancing activities for language, logic and vocabulary; implementing 1 project a quarter using the KUD format. Tags: Literacy/Reading, Instruction, Writing, Instructional practices, Acceleration, Reading</p>	Principal, Floor Director, and Gifted Coordinator with teacher input	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Floor Directors and Teachers will review student progress after every MAP assessment to determine the need for change - flexible grouping practices for reading. Tags: Literacy/Reading, Instruction, Writing, Assessment, Data Use, Instructional practices</p>	Floor Directors with teacher input	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will continue to implement the Harcourt Journeys K-5 and Holt Literature 6-8 on a daily basis; emphasizing our problem of practice - Higher Order Thinking Strategies (HOTS.) Tags: Literacy/Reading, Instruction, Writing, Instructional practices</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ K-5 teachers will continue to supplement the Harcourt Journeys with elements from Lucy Calkins Writing Program; 6-8 grade teachers will supplement the Holt Literature with the Write Source. Tags: Literacy/Reading, Instruction, Writing, Curriculum, Writing, Reading</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ The low performing students in K-3 grades will receive intensive reading instruction using the Direct Instruction Program supported by Harcourt. Tags: Literacy/Reading, Instruction, Writing, Data Use, Curriculum, Reading</p>	Direct Instruction Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ The low performing students in 2nd &amp; 3rd grades will be scheduled into the Fast ForWord Lab to support their thinking skills. Tags: Literacy/Reading, Instruction, Writing, Intervention, Data Use, Curriculum</p>	Direct Instruction Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers in K-5, Bilingual, EL Resource and Diverse Learners classroom will supplement Harcourt Journeys with Reading A-Z vocabulary and comprehension portions; LLT will continue to use Reading A-Z with below level readers to boost reading skills. Tags: Literacy/Reading, Instruction, Writing, Bilingual, Instructional practices</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ The Lead Literacy Teacher will continue to model strategies in the classroom (i.e. reciprocal teaching, QAR, written response to reading, HOTS, etc.); LLT will support teacher needs (formative assessments) and evaluating student progress. Tags: Literacy/Reading, Instruction, Writing, Instructional Coaching, Cycles of professional learning</p>	Lead Literacy Teacher	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will communicate every five weeks with the MTSS team (floor director, counselor &amp; APs) to identify students in need, next steps, interventions, etc; MTSS Team meets every five weeks to monitor student progress and needs. Tags: Literacy/Reading, Instruction, Writing, Data Use</p>	MTSS Team and Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will modify activities, instruction &amp; lessons based on student MAP reading strengths/targets; Strategies include use of DDI materials, differentiated instruction, interventions, HOTS, eSpark apps, etc. Tags: Literacy/Reading, Instruction, Writing, Intervention, Instructional practices</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will continue to introduce the word of the week and grammar tip of the week to all students; provide practice. Tags: Literacy/Reading, Instruction, Writing, Instructional practices</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will work together to create one curriculum document that identifies the big concepts, pacing schedule and helpful tips for parents quarterly. (Revised Curriculum Documentation Format) Tags: Literacy/Reading, Instruction, Writing, Teacher Teams/Collaboration, Instructional practices</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will identify the appropriate materials to implement the curriculum (all subjects); instructional materials. [2,500 per pod] Tags: Literacy/Reading, Instruction, Writing, Teacher Teams/Collaboration, Materials</p>	Grade Level Teams with Floor Director	Sep 1, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will identify the appropriate supplies to implement the curriculum (all subjects); supplies. [1,500 per pod] Tags: Literacy/Reading, Instruction, Writing, Teacher Teams/Collaboration, Materials</p>	Floor Director with teacher input	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will utilize online resources (i.e. ThinkCentral, BrainPop, and eSpark, MyON library and Safari) and technology (iPads, Promethean Boards and labs) in presenting and delivering curriculum to all students. Tags: Literacy/Reading, Instruction, Writing, Instructional Coaching</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will engage all students on the newly purchased IXL ELA (1-8) and NewsELA (K-8) Programs to assist with CCSS, grammar and understanding informational text. Tags: Literacy/Reading, Instruction, Writing, Instructional practices</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Encourage classroom teachers and librarians to use the MyON library to access to reading materials that are varied, rigorous and level appropriate as required by CCSS. Tags: Literacy/Reading, Instruction, Writing, Technology, Differentiation, Reading</p>	Librarians	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will expand academic and content vocabulary according to CCSS throughout the school year. Tags: Literacy/Reading, Instruction, Writing, Instructional practices, Ccss</p>	Teachers with support from Literacy Lead Teacher	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will review and practice the PARCC test format with students in grades 3-8 (school wide simulation); Teachers will use Ready Common Core Reading for regular test practice. Tags: Literacy/Reading, Instruction, Writing, Assessment</p>	Teachers with direction from Floor Directors	Feb 1, 2017	Mar 31, 2017	On-Track
<p>✦ Continue to implement the use of eSpark schoolwide to support students' needs and differentiate instruction based on students' targets. Tags: Literacy/Reading, Instruction, Writing, Technology, Intervention, Personalized Learning</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to refine/implement the college and career readiness units in the upper grades: 5th - Job Readiness, 6th - High School Selection, 7th - College Preparation and 8th - Career Exploration; Ensure that these units have a writing component. Tags: Literacy/Reading, Instruction, Writing, College Access and Persistence, Teacher Teams/Collaboration</p>	Teachers with the Floor Director supervision	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide Sped teachers with the appropriate supplies to implement the curriculum; supplies. [500 per teacher] Tags: Literacy/Reading, Instruction, Writing, Diverse Learners, Instructional practices</p>	Special Education Teachers	Jun 13, 2016	Jul 15, 2016	Not started
<p>✦ Purchase five reduced-size teachers to support/implement the educational program. Tags: Literacy/Reading, Instruction, Writing, Instruction</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Purchase two teacher aides to support the implementation of both Direct Instruction and Fast ForWord instruction with students. Tags: Literacy/Reading, Instruction, Writing, Intervention, Instruction</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide monies for Ready to Learn supplies: Direct Instruction materials, art supplies, math manipulative, etc. Tags: Literacy/Reading, Instruction, Writing, Materials</p>	Principal with Floor Director and Teacher input	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue the monthly voluntary literacy IIC meetings to evaluate the reading and writing programs and make recommendations about improvements, supports, etc. Tags: Literacy/Reading, Instruction, Writing, Writing, Collaboration, Reading</p>	Lead Literacy Teacher and Assistant Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Have literacy committee share out with whole staff their findings and suggestions through grade level presentations, memos, and/or professional development days. Tags: Literacy/Reading, Instruction, Writing, Writing, Collaboration, Reading</p>	Members of the Literacy IIC	Sep 1, 2016	Jun 29, 2018	Not started
<p>✦ Literacy IIC will continue their work on analyzing student work through different writing genres (expository, opinion, persuasive and narrative.) Tags: Literacy/Reading, Instruction, Writing, Writing, Collaboration, Reading</p>	Members of the Literacy IIC	Sep 1, 2016	Jun 29, 2018	Not started

<b>District priority and action step</b>	<b>Responsible</b>	<b>Start</b>	<b>End</b>	<b>Status</b>
<p>✚ Literacy IIC will analyze lesson plans for the focus of teaching writing effectively Tags: Literacy/Reading, Instruction, Writing, Writing, Collaboration, Reading</p>	Members of the Literacy IIC	Sep 1, 2016	Jun 29, 2018	Not started
<p>✚ Literacy IIC will continue to work on aligning writing to reading and sharing strategies with grade level once a month. Tags: Literacy/Reading, Instruction, Writing, Literacy/Reading, Writing, Collaboration</p>	Lead Literacy Teacher and Assistant Principal	Sep 1, 2016	Jun 29, 2018	Not started
<p>✚ Lead Literacy Teacher will lead professional development that focus on CCSS, Literacy, Test Taking Skills, Writing, etc. during school wide PD. Tags: Literacy/Reading, Instruction, Writing, Literacy/Reading, Professional development</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teacher will expand their use of HOTS, critical analysis of complex text and incorporating a range of reading genres. Tags: Literacy/Reading, Instruction, Writing, Professional Learning, Professional responsibility</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teacher will develop student writing ability through multi opportunities that include response to reading and writing in multiple genres (i.e. narrative, argumentative and opinion). Tags: Literacy/Reading, Instruction, Writing, Writing, Argumentative writing</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teacher representatives will participate in Network professional development when available. Tags: Literacy/Reading, Instruction, Writing, Professional development</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Continue the Tuition Based Pre School Program for students age 3 and 4. Tags: Literacy/Reading, Instruction, Writing, Literacy/Reading, Instruction</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Pilot the Cite Lighter Program for writing in grades 6,7 and 8 grade. Tags: Literacy/Reading, Instruction, Writing, Technology, Writing</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Continue our heterogeneous grouping practices for 3-8 in all subject matters (math, reading, science and social students); heterogeneous math, science and social studies and homogeneous reading for K-2 . Tags: Math, Instruction, Instructional practices, Mathematics</p>	Floor Director with teacher input	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Continue to implement the gifted program in K-8; homogeneous self-contained classrooms; accelerating math a full year; emphasizing real life application and problem solving strategies. Tags: Math, Instruction, Math, Instructional practices, Acceleration</p>	Principal, Floor Director, and Gifted Coordinator with teacher input	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers will continue to implement the new CCSS Harcourt K-5 Go Math and 6-8 Holt Big Ideas Series for mathematics. Tags: Math, Instruction, Curriculum, Mathematics</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers in grades 2 &amp; 3 will continue to provide ST math one hour a week to support learning. Tags: Math, Instruction, Math, Intervention, Instructional practices</p>	Teachers with Floor Director Monitoring	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers of diverse learning in grades 2 &amp; 3 will use ST Math to improve students' math skills. Tags: Math, Instruction, Diverse Learners, Intervention</p>	Teachers with Floor Director Monitoring	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers will work together to create one curriculum document that identifies the big concepts, pacing schedule and helpful tips for for parents quarterly. (Revised Curriculum Documentation Format) Tags: Math, Instruction, Collaboration, Curriculum map</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers will communicate every five weeks with the MTSS team (floor director, counselor &amp; APs) to identify students in need, next steps, interventions, etc; MTSS Team meets every five weeks to monitor student progress and needs. Tags: Math, Instruction, MTSS, Academic supports, Collaboration</p>	MTSS Team with teacher input	Sep 1, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will modify activities, instruction &amp; lessons based on student MAP strengths/targets for math; Strategies include use of DDI materials, small group instruction, math talks, use of multi-step problems, real life problem solving and questioning. Tags: Math, Instruction, Instructional strategy</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will utilize online resources and technology in presenting and delivering curriculum to all students (i.e. ThinkCentral, BrainPop, eSpark, Safari, IXL Math and ST Math.) Tags: Math, Instruction, Technology, Instructional strategy</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue the monthly voluntary mathematics IIC meetings to evaluate the math curriculum, make recommendations for improvements and identify strategies to supports student learning. Tags: Math, Instruction, Collaboration</p>	Assistant Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Math IIC will collaborate on identifying rigorous task and sample mathematics units from CPS Math Content Framework; Math IIC members will share strategies at data dialogues once a month. Tags: Math, Instruction, Collaboration</p>	Math IIC members	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will review and practice the PARCC test format with students in grades 3-8 (school wide simulation); Teachers will use Ready Common Core Math for regular test practice. Tags: Math, Instruction, Assessments</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will focus mathematical instruction on the CCSS' greater focus of skills, coherence of knowledge and increased rigor. Tags: Math, Instruction, Common core state standards</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will ensure the Eight CCSS Mathematical Practices are taught, understood and opportunities created to apply them in class. Tags: Math, Instruction, Common core state standards</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will introduce academic and content vocabulary for mathematics to students. Tags: Math, Instruction, Math, Common core state standards</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Re-initiate the Math Madness competitions quarterly with the third floor students. Tags: Math, Instruction, Mathematics</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Purchase Subtraction in Action Kits (two) to support the 2nd grade students with basic math skills. Tags: Math, Instruction, Mathematics</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Purchase an aide to function as the science assistant who will oversee the science lab, orders materials, maintains the vivarium and community garden. Tags: Science, Instruction, Science instruction</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Floor directors and teachers will schedule grades 3-8 into the science lab to provide students with hands on experiments. Tags: Science, Instruction, Science, Curriculum</p>	Floor Directors and Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will continue to study and implement the Next Generation Science Standards (2016); Schedule presentations at grade level meetings, before/after school and/or during professional development meetings whenever possible. Tags: Science, Instruction, Curriculum</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Grade level teachers to identify and implement assessments quarterly that address NGSS. Tags: Science, Instruction, Curriculum</p>	Teachers	Sep 1, 2016	Jun 29, 2017	On-Track
<p>✦ Teachers will use the eight practices of science and engineering to teach science concepts (asks questions, use models, investigate, analyze &amp; interpret data, reason mathematically, construct explanations, engage in arguments, and communicate information.) Tags: Science, Instruction, Science</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Science assistant to maintain the 3D Printing/Maker's Lab; investigate how to integrate lab usage into instruction. Tags: Science, Instruction, Technology, Curriculum, Science lab</p>	Science Coordinator	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Continue the School wide implementation of Science Fusion daily (K-8.) and embed science standards (NGSS.) Tags: Science, Instruction, Science, Curriculum</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers to reconvene the Dyson Science Partnership. Tags: Science, Instruction, Science, Partnerships, Collaboration</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers will implement the NWEA science assessment to students in grades 3 through 8. Tags: Science, Instruction, Science, Assessment</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers will review results of science assessment to match to curriculum and determine instructional focus. Tags: Science, Instruction, Data Use, Collaboration</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers will identify science experiments to implement in grades K-4 quarterly (three to four experiments.) Tags: Science, Instruction, Science instruction</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Continue to provide materials/supplies to fully implement the science lab. Tags: Science, Instruction, Materials</p>	Science Coordinator	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers will continue to have students in grades 5-8 create science projects. Tags: Science, Instruction, Science instruction</p>	Teachers with support from the science coordinator	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers will continue to have students in grades 2 through 4 develop science projects; schedule grade level science fairs and invite parents to attend. Tags: Science, Instruction, Science instruction, Science fair</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Continue to encourage teachers to participate in year 2 of the Golden Apple Science professional development; develop and strengthen the science skills of teachers. Tags: Science, Instruction, Professional development, Science instruction</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers will continue to provide coding instruction for a half hour a week using Code.org. Tags: Science, Instruction, Science, Technology</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers will identify a science word or concept weekly for instructional focus. Tags: Science, Instruction, Science instruction</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Continue to empower the STARS team to identify professional development activities that focus on varied instructional methodology, brain based learning, literacy, etc. Tags: Arts, Professional Learning, Instructional practices, Curriculum, Cycles of professional learning, Leadership, Instructional strategy</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Plan professional development activities, approve workshops/conferences funded through STARS, oversee monthly Tricks of the Trade, update STARS website and develop monthly STARS bulletin boards. Tags: Arts, Professional Learning, Instructional practices, Curriculum, Cycles of professional learning, Leadership, Instructional strategy</p>	STARS Team	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Provide professional development activities that focus on CCSS (Literacy, Math &amp; NGSS), Higher Order Thinking Strategies, Restorative Practices, Brain Based Instruction, Arts/Technology Integration, Coding, Project Design and more. Tags: Arts, Professional Learning, Instructional practices, Curriculum, Instructional strategy</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Technology Coordinator and/or Consultants will continue to train new teachers on school Technology: iPads, Promethean Boards, labs, coding, etc.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Technology</p>	Technology Coordinator	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Promethean Team will continue to demonstrate the use of the promethean board in the classroom and identify resources to enhance the curriculum.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Technology</p>	Promethean Team	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Hire two Public Allies technology aides to support the large technological demands of our school; support the implementation of our arts/technology focus; implement the 21st Century Skills; two technology and one administrative.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Technology</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Implement the school's technological vision thru staff training on integrating technology with curriculum, installation and maintenance of equipment, garnishing resources. Purchase Technology coordinator.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Technology</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Designate seven Magnet positions: Music Technologies, 21st Century Solutions, General Music, Science Art and 3 Kindergarten positions.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Technology, Arts, Instruction, Music, 21st century skills</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Members of the ILT meet monthly to focus on school climate, concerns and CCSS implementation; Members will share out at Data Dialogues once a month.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Leadership, Instructional practices, Collaboration</p>	Principal and ILT members	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ MCLT will provide Professional Development activities designed by the magnet and ATLAS programs that integrate arts/technology with curriculum during PD Days and afterschool. MCLT will provide arts training and best practices throughout the school.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Instructional practices, Mclt</p>	MCLT Teacher	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide professional development and resources that support teachers in data driven instruction and data driven decision making.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Data Use</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Purchase two technology assistants to support the technological needs of the school.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Technology</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers of 5-8 graders will continue to introduce students to the 21st Century Skills of working in teams, collaboratively thinking, and problem solving with multimedia approaches.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, 21st century skills, Collaboration</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide teachers with a common preparation period for instructional planning.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Instructional planning</p>	Principal & Scheduler	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✦ Continue to provide time for weekly meetings for data dialogue, instructional strategy sharing, lesson plan focus, MTSS (academic or behavioral) and grade level business; Once a month have ILT as well as the Literacy and Math IIC share out.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Data analysis, Instructional strategy, Collaboration</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide funds for maintenance and materials to effectively implement the school's technological labs and programs.</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Technology</p>	Technology Coordinator	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to provide materials to shared facilities teachers to effectively implement their programs (P.E, Art, Music, Library and Computers.)</p> <p>Tags: Arts, Professional Learning, Instructional practices, Curriculum, Materials, Supplies</p>	Shared Facilities Teachers	Jun 26, 2016	Jul 1, 2016	On-Track

<b>District priority and action step</b>	<b>Responsible</b>	<b>Start</b>	<b>End</b>	<b>Status</b>
<p>✦ Provide Chinese language instruction to students in the Gifted Program and Tuition Based Preschool; purchase two Chinese Language teachers. Tags: Arts, Professional Learning, Instructional practices, Curriculum, Instruction, World language</p>	Chinese Language Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide art instruction to students as part of our arts/technology magnet focus; Designate one art position to support our magnet focus of arts/technology. Tags: Arts, Professional Learning, Instructional practices, Curriculum, Arts, Instruction</p>	Art Teacher	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Purchase a service agreement for instrument repair. Tags: Arts, Professional Learning, Instructional practices, Curriculum, Materials</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Purchase a third physical education teacher to provide the necessary physical education minutes to students.. Tags: Arts, Professional Learning, Instructional practices, Curriculum, Instruction, Physical education</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will continue to expose students to the newer technology skills that will help them with real life application. Tags: Arts, Professional Learning, Instructional practices, Curriculum, Technology, Instruction</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide a consultant to support teachers during their art integrated units; Support teachers with script development, performances, videoing, staging, etc.) Tags: Arts, Professional Learning, Instructional practices, Curriculum, Arts, Assemblies</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide additional support for the art integrated projects: backdrops, costumes, displays, materials; update materials in resource room needed for projects. Tags: Arts, Professional Learning, Instructional practices, Curriculum, Arts, Assemblies</p>	Principal	Sep 1, 2016	Jun 28, 2018	On-Track
<p>✦ Identify volunteer master teachers yearly to provide new teachers with orientation/support in the areas of school procedures, instructional strategies, lesson planning, environment, etc. Tags: Arts, Professional Learning, Instructional practices, Curriculum, Instructional practices, Teacher-teacher trust &amp; support, Mentor</p>	Volunteer Teacher with principal monitoring	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teacher will diversify their instructional toolbox by collecting and sharing strategies and professional readings (strategy binders). Tags: Arts, Professional Learning, Instructional practices, Curriculum, Professional responsibility, Professional reading</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide pods with monies to support and enrich the projects (\$1,500 per pod.) Tags: Arts, Professional Learning, Instructional practices, Curriculum, Supplies, Arts and technology</p>	Principal and monitored by Floor Directors	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide funds to purchase equipment to implement technology focus (i.e. replacement earbuds, ipad keyboards and cases.) Tags: Arts, Professional Learning, Instructional practices, Curriculum, Technology</p>	Principal and monitored by Technology Coordinator	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Enhance our school's arts/technology focus through providing artists to support and enrich our arts integrated units (\$1,000 per pod.) Tags: Arts, Professional Learning, Instructional practices, Curriculum, Arts and technology</p>	Principal and monitored by Floor Directors	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to provide three security guards to ensure the school is a safe environment for students, teachers, staff and parents. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Safety and order</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to hire teacher aides to support the needs of the diverse learner. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Diverse Learners</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ To ensure a healthy school environment, funds for supplies will be provided to our nursing department. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Supplies</p>	Principal with nurse recommendations	Sep 1, 2016	Jun 29, 2018	On-Track



District priority and action step	Responsible	Start	End	Status
<p>✦ Continue to provide students with a variety of assemblies: School Expectations, Pep Rally, Concerts, Art Integrated Units, Performances, Multicultural Presentations, Field Trips, Arts Partnership and Special Guests.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Enrichment</p>	Principal with Floor Director Input	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to encourage activities that are multiculturally enriched: cultural assemblies, parent evening event, monthly bulletin boards ,etc.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Multicultural, Assemblies</p>	Principal with Floor Director Input	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to provide assemblies twice a year to honor our student achievements: honor roll, citizenship and perfect attendance in the CAC; two additional presentations will be held in the pod.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Assemblies</p>	Principal with Floor Director Input	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to provide the Tuition Based After School Program (tutoring, arts and physical activities) for students.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Enrichment, After-school, Tutoring</p>	Principal and After school Coordinators	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Schedule the parent/volunteer recognition event and the Women/Men of Disney Breakfast.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Parental involvement</p>	Floor Director with teacher input, LSC and PTA support	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to provide opportunities for students to participate in Summer Enrichment Programs that enhance literacy, math and science; create a bucket for teachers.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Enrichment, Summer supports</p>	Summer Enrichment Coordinator	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to provide clerical support and tech support during the summer; create a clerical and tech support extended day bucket.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, School wide staff</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to inform parents about school attendance expectations (daily attendance and no tardies) to improve achievement.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Expectations, Parent engagement</p>	Principal, Asst Principal, Floor Directors and Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide opportunities for students to compete in school wide Spelling and Math Bee Competitions.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Instructional practices, Curriculum, Enrichment</p>	Teachers with Floor Director monitoring and support	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to implement the student logger, elements of the PBIS program, SEL monthly focus, etc. school wide to limit behavioral incidents.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Behavior and Safety, Climate and Culture, SEL, Trust</p>	Teacher. Mindful Practice Coaches and Assistant Principals	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to implement and refine the quarterly incentive program on the third floor.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Climate and Culture, SEL, Incentive, Behavior</p>	Floor Director with Teacher support	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will continue to identify field trips that enhance the school's curriculum, introduce career choices and higher education.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Curriculum, Student enrichment</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will continue to provide students with opportunities for physical activity and socialization (Field Days, Sports, Dance, etc).</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, SEL, Social</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Students and parents will be encouraged to read through participation in our book fair - 3X a year.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, Literacy/Reading, Parental involvement</p>	Teachers; Run by PTA Parents	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue implementing Calm Classroom 2X a day to support students' social/emotional needs.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Trust, SEL, Self-regulation</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track

<b>District priority and action step</b>	<b>Responsible</b>	<b>Start</b>	<b>End</b>	<b>Status</b>
<p>✦ Encourage parents to become involved in LSC, PTA, PAC, Parent Guilds, CAC units, Field trips, etc. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Parental involvement</p>	Principal, Floor Directors and Committee Presidents	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue the community partnerships: Community Garden (science), Do Your Part (art), Dyson Project (science), Kirkland &amp; Ellis Law Firm (technology) and 46th Ward Friends of School (supplies). Tags: Climate and Culture, SEL, Restorative approaches, Trust, Partnerships</p>	Principal and Designees	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to encourage PTA in sponsoring two book fairs a year, Dance through the Decades, Teacher Appreciation Breakfast, and one field trip per grade level. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Parental involvement</p>	PTA Chairperson with Assistant Principal Monitoring	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Develop events and workshops to introduce/explain data from MAP to parents, multicultural awareness, college/career preparedness, literacy, etc. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Parental involvement</p>	Floor Directors and Assistant Principals	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Purchase one school clerk and one guidance counselor assistant to support the needs of the school. Tags: Climate and Culture, SEL, Restorative approaches, Trust, School wide staff</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Purchase five clerks to support the needs of the school. Tags: Climate and Culture, SEL, Restorative approaches, Trust, School wide staff</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Purchase a business manager to support/monitor the financial purchases of the school Tags: Climate and Culture, SEL, Restorative approaches, Trust, Administration</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Create teacher extended day bucket-Teachers paid to provide lunch recess coverage for upper grades Tags: Climate and Culture, SEL, Restorative approaches, Trust, Recess, Supervision</p>	Principal with Floor Directors' monitoring	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide lunch/recess coverage for students. Purchase Mindful Practices Tags: Climate and Culture, SEL, Restorative approaches, Trust, Recess, Supervision</p>	Principal with Floor Directors' monitoring	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide three assistant principals to support the academic programs and initiatives of the school Tags: Climate and Culture, SEL, Restorative approaches, Trust, Administration</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Purchase two floor directors to support the academic programs and initiatives of the school Tags: Climate and Culture, SEL, Restorative approaches, Trust, Administration</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to encourage PAC in sponsoring 4 parent nights, parent education, and supporting special events (i.e. Literacy Night, Career/College Night and Multicultural Night); Funds to be allocated when budget is received. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Parental involvement</p>	Principal and PAC President	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Create extended day bucket to pay floor directors to prep for opening of school (ie: scheduling, materials, etc.) Tags: Climate and Culture, SEL, Restorative approaches, Trust, Administration</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue participating in the Principal Mentoring program; resident principal to support instruction, data dialogues, MTSS, professional development, etc. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Instruction, Administration</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide monies to support the needs of students in temporary living conditions. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Materials</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers and staff will model and reinforce appropriate language and tone for students. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Climate and Culture, SEL, Student trust</p>	Administrators, Teachers and Staff	Sep 1, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Implement the development of classroom pledges, rules, consequences and rewards with student input school wide. Tags: Climate and Culture, SEL, Restorative approaches, Trust, SEL, Student voice, Student trust</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers to identify classroom incentives to impact trust and behavior. Tags: Climate and Culture, SEL, Restorative approaches, Trust, SEL, Restorative approaches, School culture climate, Student trust</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue the school yearbook in 8th grade; encourage newsletters for classrooms, pods, or floors. Tags: Climate and Culture, SEL, Restorative approaches, Trust, SEL, Student voice</p>	Teachers with Floor Director approval	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Encourage teachers to create choice boards for instructional assignments allowing student to select topics, presentation format, etc. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Student voice</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue the "Fine Dining" programs on 1st and 2nd floor during lunch. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Restorative approaches, School culture climate, Student trust</p>	Floor Directors	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Evaluate the Pod 300 Detention Pilot, Pod 200 "Gentlemen's Club" Pilot and Recess Redo; refine programs for continual implementation. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Restorative approaches, Student voice, School culture climate</p>	Floor Directors, Teachers and Social Worker	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to use reflection sheets with students to help redirect behavior. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Restorative approaches, Student voice, School culture climate</p>	Floor Directors and Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide contingency funds for decrease in enrollment. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Staffing</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide contingency funds for mid-year hospitalization cost. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Staffing</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide contingency funds to cover additional substitutes for teacher absences - bucket. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Staffing</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide funds for school wide postage cost. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Supplies</p>	Office Clerks	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide funds for outdoor beautification and signage. Tags: Climate and Culture, SEL, Restorative approaches, Trust, School climate, School pride</p>	Principal and Engineers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide funds for school wide copier maintenance services. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Supplies</p>	Principal and Business Manager	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide funds for school wide paper to be used for student instruction. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Materials</p>	Principal and Business Manager	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide funds to purchase supplies for main office. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Supplies</p>	Office Clerks	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide funds to purchase supplies needed by individual floors (\$2,000 per floor.) Tags: Climate and Culture, SEL, Restorative approaches, Trust, Supplies</p>	Floor Directors and Clerks	Sep 1, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide contingency funds to cover cadre substitutes. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Staffing</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Provide funds to pay for building and maintenance needs. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Materials, Supplies</p>	Principal with monitoring of Floor Directors and Engineering	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Provide funds to purchase furniture needs. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Furniture</p>	Principal with monitoring of Floor Directors	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ PAC to hire teachers to present workshops for parents. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Parent engagement, Education</p>	Principal Liaison and PAC Chair	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ PAC to purchase supplies and books for parent program. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Materials, Parent engagement, Education</p>	Principal Liaison and PAC Chair	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ PAC to purchase refreshments for PAC meetings, trainings and workshops. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Parent engagement, Supplies, Education</p>	Principal Liaison and PAC Chair	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ PAC to hire consultants for parent training. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Parent engagement, Education</p>	Principal Liaison and PAC Chair	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Improve the concrete on the basketball court to ensure the safety of students. Tags: Climate and Culture, SEL, Restorative approaches, Trust, Management, School-wide culture</p>	Principal with engineer input	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Implement the Second Step Program schoolwide to support the social and emotional needs of students. Tags: Climate and Culture, SEL, Restorative approaches, Trust, SEL, Social emotional, Education</p>	Teachers with Floor Director monitoring	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Provide before and after school activities (i.e. Chorus, Band and Sports.) Tags: Climate and Culture, SEL, Restorative approaches, Trust, Music, Sports, Extra-curricular</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Teachers in bilingual education and EL resource will ensure there is environmental print displayed in their classrooms (English, Spanish, Urdu and Wida) Tags: English Learners, Bilingual, Instruction, English Learners, Instructional strategy, Academic supports</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Bilingual teachers will analyze the MAP data to identify the strengths and targets in the reading skills at the end of each testing administration. Tags: English Learners, Bilingual, Instruction, Data Use, Academic gain, Assessments</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ EL teachers will analyze the MAP data for the students they service to identify strengths and targets in reading skills at then end of each testing administration. Tags: English Learners, Bilingual, Instruction, Assessment, Data Use, Academic gain</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ The Lead Literacy Teacher will schedule times to observe and support teachers both bilingual and ESL teachers with reading strategies. Tags: English Learners, Bilingual, Instruction, Literacy/Reading</p>	Lead Literacy Teacher	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Principal will encourage staff to get ESL endorsements in order to support our students' needs. Tags: English Learners, Bilingual, Instruction, Professional Learning</p>	Principal	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Bilingual and EL teachers will implement strategies to increase vocabulary (i.e. everyday language, written text and field of study language). Tags: English Learners, Bilingual, Instruction, English Learners, Instructional strategy</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Bilingual and EL teachers will use SIOP strategies to support the needs of EL students. Tags: English Learners, Bilingual, Instruction, English Learners, Instructional strategy, Siop</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Bilingual coordinator to inform parents of the program objectives. Tags: English Learners, Bilingual, Instruction, Bilingual, Parent involvement</p>	Bilingual Coordinator	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Bilingual coordinator to inform parents of the ACCESS results. Tags: English Learners, Bilingual, Instruction, Assessment, Academic gain</p>	Bilingual Coordinator	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Bilingual teachers to inform parents of the MAP results with strategies to support students learning at home. Tags: English Learners, Bilingual, Instruction, Academic gain, Assessments</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Bilingual teachers will ensure that students are provided with the required minutes of native language instruction. Tags: English Learners, Bilingual, Instruction, Instruction, Wida</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Bilingual team will identify articles, strategies, and materials that will help EL increase proficiency in new ways. Tags: English Learners, Bilingual, Instruction, English Learners, Instructional strategy, Collaboration</p>	Bilingual Coordinator with support from team members	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Continue to implement the supplemental program Reading Assistant to support students with transition to English Language. Tags: English Learners, Bilingual, Instruction, English Learners, Intervention, Reading</p>	EL Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Continue to use eSpark to differentiate interventions for students in Bilingual Classes. Tags: English Learners, Bilingual, Instruction, Intervention, Bilingual, Instruction</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Implement the CCSS Harcourt Spanish Series . Tags: English Learners, Bilingual, Instruction, Curriculum, Reading</p>	Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Continue to support needs of Urdu language students through EL services, small group instruction, use of Reading Assistant, environmental print, etc. Tags: English Learners, Bilingual, Instruction, Bilingual, Instruction</p>	EL Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ EL teachers will integrate technology such as ipads to support EL instruction; EL teachers will use Reading A-Z to support vocabulary and comprehension skills. Tags: English Learners, Bilingual, Instruction, Technology, Bilingual</p>	EL Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Ensure bilingual coordinator attends the English Learners' Professional Development Activities provided by the system; Share information with Bilingual and EL Resource teachers as needed. Tags: English Learners, Bilingual, Instruction, Professional development, Bilingual education</p>	Principal and Bilingual Coordinator	Sep 1, 2016	Jun 29, 2018	On-Track

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.

5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

### NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

### Parent Involvement Policy

Complete

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

The NCLB Title I plan is part of our Continuous Improvement Work Plan created every two years. Parental involvement is solicited through surveys and the school improvement process. Parents are informed of the CIWP through the LSC, PAC, PTA and ILT meetings. At our most recent ILT meeting we invited parent representatives from a variety of parent organizations to give feedback on our school excellence survey.

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

Disney will also offer a variety of opportunities for parents' involvement. Some of those will include: Open Houses, Coffee and Conversation, Parent Guilds, Principal Newsletters, Event Flyers, Website Advertisements, Monthly Calendars and Regularly Scheduled Meetings of LSC, PAC, and PTA. The annual meeting will be held in September 2016. The organizational meeting will be September 15, 2016.

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.

Disney provides parents with a curriculum document quarterly that describes the curriculum concepts, activities and timelines. Parents also receive progress reports and report cards four times a year. Parents are invited to parental conferences two times a year. Yearly students receive the results of the state assessment in the areas of reading, writing, mathematics and science. Parents also receive the results of the formative MAP test three times a year. Teachers communicate on a regular basis with parents about student progress. Parents are welcomed at bi-monthly PAC meetings to discuss MAP, grade level curriculum, educational resources and student support resources available online for home use.

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.

Disney has regularly scheduled LSC, PAC and PTA meetings where parents have an opportunity to make suggestions about the education of their children. Disney also has an open door policy where parents can speak to any member of the administrative team to share concern or ideas. Surveys are given each year for parent feedback. Furthermore, an open Q and A session occurs at each PAC meeting where a member of the administrative team discusses what's going well and areas of growth for the school.

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.

Disney makes sure to provide parents with the yearly results of the state assessment PARCC; the parental report provides parents with information on student achievement in the following areas: reading, writing and mathematics. NWEA scores area also shared with parents along with a guide on what the scores mean.

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.

Disney provides parents with information about their child's teacher yearly. Parents can request their child's teacher's certification status in writing and it will be provided by the appropriate administrative team member. A form letter is sent home to parents yearly.

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.

Disney parents are provided with the yearly results from the state assessment ( PARCC); the parental notification explains academic achievement levels and areas of strength/growth for each student. If parents need additional support they are welcomed to ask the teacher, counselor or any administrative team member. We also provide the results and explanation of our formative assessment - MAP test. Parents can also request additional support in understanding of the reports during PAC meetings.

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.

Disney's PAC committee makes parents aware of any workshops, conferences or resources available for parents during their regularly scheduled monthly meetings. They also sponsor activities at Disney that focus on literacy training, technology, art integration, internet safety, financial planning, etc.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Disney's staff values parental involvement. Our staff regularly communicates with parents about not only academics and behavior but also participating in special events such as field trips, art integrated units, literacy nights, college and career events, field days, etc. We know that the more involved our parents are the more successful our students will be. PAC will be providing presentations to parents on: internet safety, online resources for additional support, online homework program and financial literacy.

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.

Disney provides early literacy instruction through our State PreSchool for All Program and our Tuition Based PreSchool. Parents are encouraged to participate in their child's educational program. On-going communication ensures that they are fully aware of the program goals and the importance of their participation.

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.

Disney makes every effort to ensure that materials for parents are easily understood and in the appropriate language. We make every effort in translating materials when needed. We have mechanisms in place for communicating with parents: principal newsletters, teacher/parent communication logs, conferences, websites, and automatic phone system just to name a few.

#### 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)

Does not apply

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.)

Walt Disney Magnet School is committed to high academic standards and believes that learning is fun! As we prepare the "Children of Today for the World of Tomorrow," we attempt to meet all our students' needs - including bilingual and special education - through a challenging curriculum, a gifted track, remedial grouping, special programming, multiculturalism, varied instructional methodology, arts integration and the infusion of technology. Teachers work as a team in an open spaced environment to create an exciting, integrated curriculum. Students are trained to be creative and independent thinkers who will contribute to the community and the world at large.

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.

Parent conferences are held twice a year - the first in November 9th and the second in April 19th. Parents are encouraged to schedule additional conferences as needed directly with teachers.

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

Parents receive progress reports four times a year: Oct. 7th, Jan 9th, March 10th, and May 19th. In addition parents receive report cards four times a year: Nov 9th, Feb. 10th, Apr 19th, and June 20th. Parents are encouraged to view students' grades through the parent portal regularly.

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

Parents are encouraged to schedule conferences with teachers whenever they feel it is required. Parents can contact teachers directly by phone or by email. Parents may also request conference through their child's floor director. If requested, the principal, assistant principal and counselors can also be part of conference.

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.

Disney encourages our parents to be part of our school community. Parents are encouraged to participate in LSC, PAC, PTA, BAC meetings; join our various parent guilds; chaperon during field trips and field days; volunteer in the classrooms, cac unit development and resource room; attend all assemblies, parent-teacher conferences, etc.

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

Disney parents can assist their children's learning by: keeping abreast of academic grades, classroom behavior, being knowledgeable about curriculum (sent home quarterly), sending students on time daily, responding to school requests, assisting with homework, etc. We know that parent involvement helps children succeed.

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 are represented on the Local School Council which is empowered with developing the CIWP. During the CIWP process, both parents and students are surveyed on our instructional program. Parents are encouraged to share concerns directly with administration or at meetings (LSC and PAC).

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 at Disney are encouraged to stay on top of their learning. Expectations about academics and behavior are clearly stated to students. Students are encouraged to check their grades regularly, ask for assistance when needed, attend school on time daily, and be prepared to work.

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.

Walt Disney PAC is committed to providing parents with information and skills that will help them support their child's instruction. The Walt Disney PAC meets monthly in the schools' CAC diningroom. PAC will continue to sponsor 4 Parent Nights activities, parent education and support special events such as Literacy Night, Career/College Night and Multicultural Night.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 497 .00



53405	<b>Supplies</b> 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.	\$	3000	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1203	.00
54125	<b>Consultants</b> 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)	\$	400	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> 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.	\$	Amount	.00