



William E B Dubois Elementary School (/school-plans/132) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/26/2016	Vanessa Williams Johnson and Network 13	CIWP Presentation
02/10/2016	Johnson, DeLoach, Lewis, Flowers, G. Williams, Dydo, and Spencer	Introduction to CIWP
02/24/2016	Johnson, DeLoach, Lewis, Flowers, G. Williams, Dydo, and Spencer	Create CIWP Committees and What is the CPS SEF?
02/26/2016	Abdallah, Jones, Marshall, and A. Williams	Culture of Learning, Student Voice, Engagement, and Civic Life, Safety and Order, Parent Partnership

03/09/2016	Johnson, DeLoach, Lewis, Flowers, G. Williams, Dydo, and Spencer	SEF Categories and 3-5 Priorities
03/23/2016	Johnson, DeLoach, Lewis, Flowers, G. Williams, Dydo, and Spencer	Strategies for Priorities
04/27/2016	DeLoach, J. Williams, Redmond, H. Alday	Parent Plan
04/20/2016	Johnson, DeLoach, Lewis, and Dydo	Fund Compliance
05/04/2016	Johnson, DeLoach, and Lewis	CIWP Review
05/10/2016	Johnson, DeLoach, J. Williams, Redmond, Freda, H. Alday	Understanding Safety in the School

## School Excellence Framework

### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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

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The leadership and collective responsibility of staff, students, parents and the community is an ongoing work in progress for DuBois Elementary driven by our mission statement: "DuBois School's mission is to partner with our students to master the Common Core State Standards, a rigorous curriculum that fully prepares them for college and career success. Our students also engage in the arts through technology, world language, dance, theater, visual arts and music."

Our school's vision, "The W.E.B. DuBois Family of students, staff, and community believe that ALL students CAN and WILL achieve successfully and eagerly in a global society," continues to be a direct reflection of the dedication and unwavering commitment we aim to share for the success of our students and we have worked tirelessly this year for 100% participation. According to the 5 Essentials Report from 2013 - 2014, we averaged 32% for coherence. In 2014-15, we averaged 41% in coherence. Therefore after showing improvement in this area, we began this school year with stronger culture and climate initiatives and a desire to inspire a collective responsibility with ALL stakeholders. Also in the 5 Essentials Report from 2013-14, leadership ranked 43% and in 2014-15 leadership ranked 51%.

On a daily basis you can see staff, students, parents and administration modeling, teaching and holding one another accountable for attaining the N.E.S.T. (N=neighborly, E=engaged, S=scholarly, T=teamwork). This positive and proactive initiative for climate and culture building is displayed throughout the school and the community as a means of promoting our shared vision and propelling the success of our students. Collaborative practices include teachers' observing one another and working together to review assessment data and develop instructional strategies weekly in Teacher Team Meetings. These actions have increased our 5 Essentials percentage by 34% (2013-14 23% and 2014-15 57%).

## 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:

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

Score

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In addition to the vision, all stakeholders are also empowered to make and influence significant decisions in the overall success of the school. Our ILT membership includes a variety of specializations that we are learning to draw from in the building of shared leadership structures. We are realizing that being able to capitalize on the leadership skills of others in the building is key in successfully navigating through the challenges associated with school improvement. More than ever, collaboration between the Network ISL's and school teachers and administrators/teachers and para-professionals and all staff with students is building the respect and rapport in relationships that was of little priority in prior years. This new trust allows for unification and coherence of our instructional programming throughout the building. Grounded in instructional guidance based on the framework for teaching, we are continuing our 83% success rate in the 5 Essentials report with students' opinions about classroom rigor. From diverse learners to general education, our school is already drawing from the best available evidence to inform instructional improvement decisions. We knew that after last year's neutral findings in the areas of Effective Leaders, Collaborative Teachers, and Involved Families, meant that we had our work cut out for us but we were determined to stay focused with critical priorities and school year goals. We are well on our way to this accomplishment.

We created a meeting schedule in the beginning of the school year and we meet to analyze data, collaborate, etc.

### 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:

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

Score

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According to the 5 Essentials survey results, our school received a 31% for Quality Professional Development in 2013-14. The following year we received a 58% in this area. This improvement is based upon professional development being more closely aligned with the school's PD plan to support the school's improvement agenda. Lead teachers in each grade level attend professional development quarterly provided by instructional coaches at the network office for math and literacy. Opportunities are provided for peers to interact and observe lessons from colleagues' classrooms. Administration encourages teachers to broaden networks to bring new knowledge and resources to the learning environment, i.e Stride Academy workshops, workshops on PARCC assessments, SEL development-"Morning Circle" and "Second Step," etc. Teachers have also attended CHAMP workshops to improvement classroom management. Systems and schedules are created to conduct peer observation and coaching in order for teachers to reflect upon the impact of student learning. Teachers accept and provide support and collegial feedback to and from colleagues during teacher team meetings and book talks. Teachers participate in and facilitate professional inquiry in teams to advance student learning such as assessing data and student protocols. Teachers are giving ample time to try new strategies given by administration to refine skills, implement, share knowledge, and experience., such as PARCC assessments, SEL development, and vocabulary development. Lead teachers, administration and area instructional team provide support that addresses the specific challenges of changing classroom practices, provide coaching, mentoring support to validate continuing to work through struggles. ILT members analyze data to identify the strengths and weaknesses of student performance to inform PL plan and collaborate with grade level teachers to close the gap. Teachers are encouraged to use knowledge center, CPS University, Framework Workshops to provide PL relevant to the cultural and linguistic needs of students. Non-Reach observations provide coaching and actionable feedback to teachers to assist with professional growth. Administration and grade level leaders make sure that at ILT, grade level meetings and staff development agendas are provided to guide the meetings. Teachers practice improving on the Framework for Teaching by receiving guidance from administration and mentor teachers. On-going feedback and suggestions are a commonly known practice, such as suggesting attending Champ workshops, SEL workshops, and math, literacy, and technology professional development workshops to advance professional learning.

### 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	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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

**Aligned Resources:**

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

Score

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DuBois is a small school that has limited resources, but available resources are used adequately and appropriately. Staffing for scheduling purposes can be a challenge. Finding additional time and individual attention is even more challenging when staff and resources are limited. However, the principal hires and retains highly qualified teachers. Retention rate is 90% and based on exit interviews only 10% left the district. Principal allocates accordingly resources to support student learning. Staff has a strong trust with their principal with a 65% while the other measures in this category were neutral.

Guide for Aligned Resources

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<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.

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Currently, DuBois is utilizing the Network 13 Literacy Priorities scope and sequence and Eureka and My Math/Live Binders for Math instruction. These resources are aligned with the CPS Content Framework and Common Core State Standards. Unfortunately, Literacy curriculum maps do not provide text titles, so it is still up to the discretion of the teacher as well as the available resources. It is more an overview of what a teacher should be teaching whereas math is far more structured and detailed. With pacing guides being utilized, the pace is predetermined and limits teacher autonomy or reteaching of skills. It seems the emphasis is on breadth of knowledge not depth and/or mastery. It is also very challenging to provide academic rigor when so many students are struggling with basic/foundational skills. If rigor isn't occurring, then high quality work probably isn't being produced either. Students are exposed to a mixture of grade appropriate levels of text complexity in all genres and content areas. All learners are given the opportunity to engage in content area lessons. Teachers and peer support in a small group setting is provided. Despite all of these challenges, teachers are still able to provide challenging and engaging instruction. Per the 5 Essentials Survey, instruction improved from 2013-14 with 74% to 99% in 2014-15. Instruction is clear, well-structured, and encourages students to build and apply knowledge. Clear expectations within each classroom with the implementation of N.E.S.T. school wide allows for more students to be successful. Student groupings and tasks create an interactive environment. Although we offer rigorous instruction and collaborate often with our peers, this category would show more growth with necessary monetary support to purchase additional curriculum resources, especially in Literacy.

Teachers also use a variety of methods to support social emotional learning, such as Morning Circle, Second Step and BAM. However, these may seem separate from the actual curriculum. Different web capabilities for interactivity are slowly increasing as more technology becomes available. Eighth grade students participate in high school and college visits. Some of our students also participate in By The Hands Club and activities connected to BAM outside of school.

### Guide for Curriculum

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### 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

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Some instructional materials are aligned to the Common Core State Standards, but mainly math materials at this point. However, many textbooks are outdated and not aligned to the CCSS. Teachers have to use the available materials and find a way to align them. Due to outdated text resources, vertical planning and alignment are challenging as well. Formative data is analyzed, but the scope and sequence maps and pacing units/lessons based upon them does not allow for demonstration of mastery. Again, pacing and excessive testing as well as progress monitoring does not allow for obtaining a greater depth of knowledge. Students are exposed to grade-level text and receive instructional support in small groups at their performance level; however, standardized tests do not differentiate.

Students and teachers have access to the use of technology, i.e. laptops, Chromebook, iPads. These resources assist with the development and reinforcement of skills, complete research and to keep informed about current events. However, a limited quantity of technology is available, so scheduling is difficult. All students have access to Stride Academy (web-based), which provides just-in-time supports that adapt to students' individual levels. Students may use it in the classroom, at home, and/or technology class. However, many students do not have access to technology outside of the school building. Another challenge is giving more advanced learners the opportunity to extend their core knowledge and skills while mixed in with so many other struggling students. All students need the support of their teacher.

## 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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

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

### Score

1 2 3 4



Students are expected to demonstrate their understanding of learning through assessments, i.e. questions based on novels, Reach Performance Tasks, unit tests, Mars Tasks, common core aligned quizzes and tests, exit slips, mid-module and end of module assessments, NWEA, PAARC, etc. Students use the school's vision statement as a reminder that they can and will, with perseverance, achieve successfully in a global society. Unfortunately, not all students are held accountable consistently and held to the same standards. While a teacher can have the highest expectations for their students, students will not meet these expectations if they do not take ownership of their own learning. In all academic areas, students are encouraged to think independently, discuss their thoughts in small groups, critique and debate amongst their peers and use whole group discussion to share out. Within each classroom, students requiring additional support are encouraged to ask for assistance when needed. Peer grouping and small group instruction for support is provided as well. Stride Academy provides opportunity to reinforce skills that still need to be mastered.

Tasks reflect the key shifts in literacy. Students are expected to demonstrate their understanding of text utilizing the close reading strategy and improve academic vocabulary to assist with complex text. Students are prompted to refer back to the text to support their answers and to find details to assist with comprehension. Students are provided with material that engages their thought process. They are exposed to non-fiction text to provide students with a strong foundation for reading. Learning how to use information presented in various types of nonfiction material will prepare them for a variety of texts that they will encounter on a daily basis, i.e. newspapers, magazines, instruction manual, etc. Students are asked higher order questions during whole and small groups. They are assigned tasks that are on or above grade level. Students are engaged in student-led discussions and written responses that require them to refer back to the text in order to support their findings. Based on the student responses to the 5 Essentials Survey, students are noticing increased interactions with course materials and one another to build and apply critical reading and writing skills. In 2013-14, we scored 34% in English Instruction and a 9% in 2014-15.

Tasks also reflect the key shifts in mathematics, because the tasks are strategically aligned with the CCSS by grade levels. Required tasks continuously build upon tasks completed in prior years. Rigorous problems require multi-steps including both critiquing and reasoning about real world problems. Based on observations, about 50% of our teachers require students to explain and justify their answers. Further observations in the classrooms reflect students opportunity to create authentic work as it relates to real-world experiences. This opportunity allows them to showcase individual strategies and ideas to solve real-world problems followed by critique and revision suggestions by peers (not the teacher). Based on the 5 Essentials Survey, students have noticed a shift from 91% to 99%.

## 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
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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

Score

1 2 3 4

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)

Currently, DuBois has implemented the following to help create a pathway to success:

- Planning meetings with 8th graders for high school enrollment
- Junior Achievement-Tuesday, April 26
- Career Fair for 5-8th graders-Thursday, April 28
- Student Motivation and Mentoring program
- Real Men Read
- Destination College Program
- BAM College Tour
- Teachers participate in college-related activities, such as wearing college clothing, posting degrees outside of classrooms, using "Class of..." to address students, posting earnings for different levels of education throughout the halls
- Naviance- It may not be pertinent to the grades we service.

In the future, DuBois needs to have the following to increase postsecondary awareness for college and career success:

- WOW for girls
- Career Cruising website
- Have students take an interest inventory at the beginning of the school year and build on it with a project throughout the school year. It could be something that is major for the first quarter of each school year.

### 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	<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="#">2b. Establishing a Culture for Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

**Instruction:**

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

**Score**

1 2 **3** 4

Over the past two years, instruction at DuBois has greatly improved with ratings up from 74% in 2013-14 to 99% in 2014-15. Teachers plan for student learning through analyzing and assessing data to drive instruction. Teachers guide the relevance of their objectives by applying the CPS Framework for Teaching. Teachers communicate with students by planning a wide range of pedagogical approaches, such as helping students make connections to their interests, knowledge, and experiences. This can be seen through projects, higher order thinking skills, assemblies, field trips, etc. In some classrooms students are encouraged to contribute to the lesson by having peer conversations, math talks, book reviews, and collaboration conversations, this helps students develop the concepts and explain it to their classmates. Using Academic vocabulary enable the students to build on their language development and understanding of content, teachers demonstrate student usage by assigning vocabulary notebooks and creating a word wall inside the classroom. In the classroom on a weekly basis the teachers apply CPS framework 3b: Using questioning and discussion techniques. This is demonstrated through using QAR questioning strategy and Blooms' Taxonomy. Using a variety of low and high level, open-ended, and developmentally appropriate questions to challenge students cognitively and promote meta-cognition. In some classrooms students are engaged in learning by responding to peers by having authentic conversations and in engaging in text by citing textual evidence to support and develop claims.

Diverse learners are mainstreamed into regular classrooms in order to receive support and to receive encouragement to reach grade level. Teachers give the special education teachers assignments to assist with keeping the diverse learners on target for grade level. Teachers also have collaboration meetings to complete collaboration logs for diverse learners to assist with analyzing students' weaknesses and strengths. Grade level work is provided for and assisted with by special education paraprofessionals. The work is also modified for diverse learners so they can grasp and obtain small chunks of information. Monitoring the effect of teaching on student learning is done in various ways. Formal assessment is done by giving bell work, pop quizzes, independent mini task, cooperative group activity, and exit slips to monitor the learning progress. It also gives the teacher the opportunity to check for understanding. Instructional practices vary and are subject to change based on current NWEA data and on the progress of weekly quizzes and assessment test. Deficit skills are targeted and lessons are created to address the needs of the students who are struggling with difficult task and concepts. Small groups and activities are created based on current RIT band scores and the learning continuum. Other formal assessments used to drive instruction are PARRC, Stride Academy, Reach Performance Task, and MARS Task. These formal assessment tools are also considered when planning and changing instruction for students. Social Emotional Learning is also a part of instruction and should be considered when planning and changing instruction. Instruction is adjusted when students demonstrate a lack of understanding of concepts. Teacher ask questions and allow wait-time for students to answer. Teacher allow students to complete small task that are directly related to the lesson and check for accuracy. When formal assessments show that students need assistance, enrichment and reteach activities are provided. Differentiation is another tool that meet students where they are. Instruction should include the level of complexity that is just right for the students to provide both a challenge for the students as well as a task that can be completed independently. For example, the students are not grasping a math concept on fractions. An impromptu lesson would be to hand out white paper and have students to solve fractions problems provided to them by the teacher. Allow the class to solve the problems and class discuss to clear up any misconceptions. Progress monitoring is used to monitor the progress and effectiveness of interventions used by the teacher. Data tracking forms can be used to record the skill and strategies used and the students' response to intervention.

Although instruction has improved over the years at DuBois, approx. 50% of our teachers are not differentiating instruction and

## Guide for Instruction

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

- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

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

### 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

#### What we have...

- Academic RTI Team of 2-tier 1
- Pretty Brown Girls-tier 2
- BAM-tier 2
- Referrals-tier 1
- Saturday Detention-tier 1
- Strike System-tier 2 (6-8th only)
- Classroom Dojo-tier 3 only because only 2 teachers use it
- Personal Learning Plans
- On Track Monitoring and Supports completed every 5 weeks

#### What we need moving forward...

- Trying to be more positive with more tier 1 incentives-
- Student of the Month
- Honor roll party
- Ice Cream Social
- Structured Recess

## Guide for Multi-Tiered System of Support

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

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

Evidence, Measures, and Standards

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

**Balanced Assessment & Grading:**

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

Score

1 2 **3** 4

The 5Essentials Survey results reveal an improvement in instruction from 2013-14 to 2014-15. In 2014, 74% thought instruction was strong. In 2015, 99% thought instruction was very strong. Classes are challenging and engaging and instruction is clear and well-structured while allowing students to build and apply knowledge in a variety of different formats. Knowledge is then assessed in a multitude of different formats as well throughout the building. Besides the district assessments (Dibels, NWEA, and PARCC), students are also assessed daily, weekly or by units of study as well in various formative and summative formats, such as exit slips, basal tests, unit tests, essays, STRIDE Academy and teacher-created assessments in order to align outdated resources with the CCSS. While much time is spent assessing students, not much time is allotted within the scope and sequence for reteaching or depth of knowledge. It seems there's more exposure to skills than mastery. All students have access to the same assessments with accommodations/modifications when necessary. Unfortunately, English language learners get little support.

Teachers have evidence of grading in Gradebook and audits are conducted to monitor input. Teachers follow the school's grading policy. Teachers also create 5 week On/Off Track reports that are distributed with Progress Reports and Report Cards. Teachers then compile a class list of those students who are on/off track for grades in Reading and Math as well as Attendance to monitor grade distribution and grade level requirements.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for**

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
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> <a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 **3** 4

Our school has a supportive environment. It's an environment in which students feel safe in and around the school. They find their teachers trustworthy and responsive to their academic needs. Through observations, students value hardwork and teachers encourage students to work to their highest academic performance. In 2013-14, students did not feel this way; Supportive Environment received a 58%. In 2014-15, students had changed how they felt about our school evident in the 83%. We've accomplished these goals in several different ways:

- Culminating unit activities
- Use the Gradual Release of Responsibility Model
- Displaying students' work
- Teachers greet students as they arrive at each classroom and host "Morning Circle" to start the day
- Case manager provide emotional support to those students who need it
- Creating a safe, comfortable learning environment, including temperature, sight lines to the teacher, comfortable seating, etc.
- All students are included and valued
- Celebrating success in small ways (such as verbal congratulations during a lesson) or in more grand events (such as certificates or prizes at an event with the local community)
- Setting learning goals for students that reflect their personal needs and challenge them appropriately
- Developing a behavior policy jointly with students and displaying it in all classrooms
- Ensure all staff use the behavior policy consistently
- Providing parents with regular updates on their child's progress, but also the school curriculum and student successes
- Valuing different abilities at all levels and making adjustments to that disability does not exclude students
- Respecting each other as learners (e.g. listening to each other, sharing resources politely and considerately)

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
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:

Score

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

1 2 3 4

There is a strong level of student-to-teacher trust within our building. Students feel teachers keep their promises, make them feel safe and comfortable, teachers listen and teachers treat them with respect. In 2013-14, DuBois scored a 63% and in 2014-15 we scored a 77% in the 5 Essentials Survey. The student-teacher trust level was fostered by the following:

- Check In Check Out with different Staff members on a daily basis
- Second Step
- Morning Circle
- One on One Conversations with Counselor
- Incentives that include: Breakfast with the teacher, celebrations with teacher and peers, and field trips
- Open door policy of Leadership Team
- Incorporate a "Debug" System for deescalating conflicts among students
- Calm down bottle

Teacher-to-teacher trust levels need some improvement even though teachers are supportive and respectful of one another both personally and professionally. The previous year this category received a 47%; however, last year it received a 43%. Team building activities would help build this trust instead of some feeling a sense of disrespect for those that take the lead in school improvement efforts. More time should be given to develop these relationships, so connections among all members of the school community feel they are a part of a family.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<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	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

### Student Voice, Engagement, & Civic Life:

Score

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.

1 2 3 4

According to the 5Essentials Survey, students very strongly agree that they feel safe and supported with an overall rating of 83% in 2015, which is up from 58% in 2014. DuBois is a small school, but we have a lot to offer our students. One thing we work tirelessly on is making sure our students have a voice in school operations, engaged in the curriculum and demonstrate aspects of Civic Life. Through these actions, students build leadership skills and are able to nurture talents and interests. They take informed actions as they become decision makers in school improvement and responsible members of the community. Some examples that demonstrate student voice, engagement, and civic life are as follows:

- Classroom Officers
- Principal has open door policy
- All students have access to school counselor
- Students join school sport teams
- Students complete 5 Essentials Survey each year
- Student join clubs (BAM, Pretty Girls, Red Rose, StudentsXpress)
- Altgeld-Riverside Early Learning Coalition
- Family Fun Hour for Prekindergarten through Kindergarten
- Stride Academy Technology home Access
- Various field trips throughout the school year
- School Assemblies

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

### Students...

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

## Evidence, Measures, and Standards

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

**Safety & Order:**

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

Score

1 2 3 4

As reflected in the 5Essentials survey for "Supportive Environment," students very strongly agreed that DuBois is a safe environment. In order for this to occur, staff and students work together to maintain order. Evidence of this can also be found throughout the building on display in classrooms and in the hall and the way in which students interact with one another. Students learn different ways to handle conflict from different teachers, situations, procedures/routines, and programs.

The Student Code of Conduct is followed by teachers and administration. Students also have a clear idea of what is acceptable and unacceptable behavior. Teachers start class with "Morning Circle" to give students a chance to interact in a positive way to start the day and/or to learn different ways to interact and carry on conversations with one another. Teachers implement N.E.S.T. (N=neighborly, E=engaged, S=scholarly, T=teamwork) throughout the building. The middle school teachers use N.E.S.T. as a part of their incentive/consequence program to help maintain order and safety. The middle school also has the Second Step program. Staff security officer is utilized as well. In the classroom or in the hallways, procedures and expectations are posted. Anti-bullying programs are also apart of the curriculum (BAM, Red Rose, Pretty Brown Girls). Safe passage guards are clearly posted outside of school during morning entry and upon dismissal. Administration and support staff help conduct dismissal patrol.

**Guide for Safety & Order**

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

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
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:

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

Score

1 2 **3** 4

Misconduct data on Dashboard reflects DuBois' efforts to minimize punitive consequences. Teachers have been trained in SEL by the Network. Most teachers are able to handle disciplinary issues within their own classroom by utilizing different strategies. Although students strongly agree that DuBois is safe and supportive on the 5Essentials Survey, as a staff, we recognize there is room for continued improvement for consistent school and classroom climates. Currently, some teachers implement Morning Circle with fidelity while others have allowed it to fall to the wayside. Second Step is also used to teach students different ways to interact and restore peace. Students don't always remember these learned practices and teachers must exhibit patience at these times to get to the root cause of the student's response. Some students may receive impromptu conferences with teachers, administration and the school counselor if the situation calls for it. In the future, teachers need to work on developing more structured, clear and enforceable rules. Peace circles need to be utilized along with peer counseling. Another way to improve relationships with students is for teachers to have lunch with their students to show they care about the whole child. Many of our students struggle to stay focused for an extended period of time, so teachers may need to allow motor breaks.

### 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) ✓ 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:

Score

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

1 2 3 4

In 2013-14 on the 5Essentials Survey, the Involved Families rank was weak with a 22%. However, improvements were made and as of 2014-15, Involved Families scored a neutral with 47%. Staff needs to work harder in getting parents involved both in and outside of school. They need to understand they are the link to helping their child learn. As a staff, we must continue to work on finding value in parents' input and participation in their child's education. Many of the ways we communicate with parents are as follows:

- Phone calls/emails
- Parent-teacher-student conferences
- Warning letters signed by parent
- Parent-Teacher Conferences (1st and 3rd quarter)
- Classroom newsletters
- School calendar/monthly newsletter
- W.E.B. Du Bois website
- 5Essentials Parent Survey
- Parent Advisory Committee (PAC)
- Local School Counsel (LSC)
- Field trip volunteers
- Assemblies

### Guide for Parent Partnership

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

- Information is provided to parents in their native language.
- Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

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

- 3 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline
- 3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life
- 4 Expectations for depth & breadth of Student Learning: Curriculum
- 4 Expectations for Quality & Character of School Life: Safety & Order

1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	<input type="radio"/>

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>				
We're focusing on meeting each student where they are by differentiating instruction. Therefore, we anticipate that at least 95% of our students should reach their growth target.	80.00	36.00	64.00	95.00
<b>National School Growth Percentile - Math</b>				
The Network has dedicated this school year to Math Professional Development to the Assistant Principals. DuBois' AP has shared that information with the teachers. Although in the beginning of year 60% of the teachers reported that Math was their strength, they have grown. We will work during the summer to plan Math instruction for next school year. We are confident that we will see significant growth in 2017.	52.00	26.00	64.00	75.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Due to Professional Development and our strategies we are confident that we will see significant growth.	64.50	(Blank)	64.00	75.00
<b>African-American Growth Percentile - Reading</b>				
Teachers will focus on small group instruction which will lead to the majority of our students reaching their growth targets.	78.00	40.00	70.00	90.00
<b>Hispanic Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>African-American Growth Percentile - Math</b>				
The Network has dedicated this school year to Math Professional Development to the Assistant Principals. DuBois' AP has shared that information with the teachers. Although in the beginning of year 60% of the teachers reported that Math was their strength, they have grown. We will work during the summer to plan Math instruction for next school year. We are confident that we will see significant growth in 2017.	45.00	27.00	50.00	75.00
<b>Hispanic Growth Percentile - Math</b>				

N/A	(Blank)	(Blank)	0.00	0.00
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**English Learner Growth Percentile - Math**

N/A	(Blank)	(Blank)	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

N/A	(Blank)	(Blank)	0.00	0.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

After analyzing data, we have determined that our students need to access and have regular practice with Complex Text independently and proficiently through close analytic reading. This practice will lead to at least 50% of our making attainment in Reading on the NWEA.	9.00	11.00	40.00	50.00
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**National School Attainment Percentile - Math (Grades 3-8)**

After observing teachers and analyzing our data, we determined that we needed to provide Professional Development and critical feedback to improve Math instruction at DuBois. After 7 months of Professional Development and a Book Study, teachers are becoming more knowledgeable with the Math Content. Once they're Proficient, they will capable of providing effective instruction to our students which will help DuBois reach our attainment goals.	6.00	7.00	32.00	40.00
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**National School Attainment Percentile - Reading (Grade 2)**

After analyzing our 2nd grade attainment data, we used a major portion of our budget to hire a highly qualified experienced Primary teacher that is endorsed in LA.	1.00	5.00	30.00	40.00
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**National School Attainment Percentile - Math (Grade 2)**

Primary teacher is working hard to ensure that Math is a strength in the same way that Reading is a strength for her.	3.00	3.00	25.00	35.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

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

For the last 4 years our attendance has improved by 1%. In keeping with that trend, we should be at 97% by 2018.	93.70	94.80	96.00	97.00
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**My Voice, My School 5 Essentials Survey**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

2 of 2 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
On Track				
After analyzing our ON Track data, we will increase the number of students that are ON Track to a minimum of 60% of our student ON Track each 5th week reporting period. Increase the number of students receiving a C or better in both Reading and Math. Increase the number of students that have an attendance rate of 96% or better.	48.00	55.00	60.00	70.00
Utilizing CCSS Item Bank				



Currently, we don't have a school wide system in place to create rigorous formative assessments.. Our goal is to train 100% of our teacher on how to create rigorous formative assessments using the CCSS Item Bank. 100% of DuBois teachers will be create and score these formative assessments in CIM each quarter.

0.00

0.00

0.00

0.00

## Strategies

### Strategy 1

If we do...

Teach students how to access and have regular practice with Complex Text independently and proficiently through close analytic reading.

...then we see...

students reading high level text across the grade levels, while receiving support from teachers during reading.

...which leads to...

At least 70% of our students meeting their growth targets and at least 50% making attainment in Reading on the NWEA.that results in them being college and career ready.

Tags:

Instruction, Close reading

Area(s) of focus:

1

#### Action step ⓘ

Teachers will participate in the TextProject 5 Module Teacher Development Series on Text Complexity

#### Responsible ⓘ

Vanessa Williams Johnson

#### Timeframe ⓘ

Aug 29, 2016 to Nov 3, 2016

#### Evidence for status ⓘ

Successful completion of TexProject Implementation of strategies learned during PD

#### Status

On-Track

#### Instruction, Pd

Purchase the "Hands on Stanza" program for the 2016-2017 academic school year for grades 6-8th for students to closely read and write in poetry.

Andrea Dydo

Aug 29, 2016 to Jun 9, 2017

Growth on NWEA Literature strand

On-Track

#### Academic gain

Closely monitor Guided and Close Reading in the classroom with observational feedback for teachers.

Vanessa Williams Johnson, Venus DeLoach

Oct 3, 2016 to Jun 8, 2018

100% of the teachers engaging students in Guided and Close Reading

On-Track

#### Classroom observations

Implement TExT Model of Reading with the purchase of Quick Reads and QReads in subject areas of Science and Social Studies.

Reading Lead Teachers

Aug 29, 2016 to Jun 15, 2018

Students using the TExT Model of Reading

Not started

#### Instructional material

Observe and monitor the teacher's best practice of Marzano's Building Academic Vocabulary

Vanessa Johnson Venus DeLoach

Oct 10, 2016 to Jun 9, 2017

Students using academic vocabulary during discourse

On-Track

#### Vocabulary

### Strategy 2

If we do...

implementation of student engagement in rigorous Math tasks that promotes high level thinking through student discourse and high level questioning.

...then we see...

Students making sense of the mathematical questions and persevering to solve them.

...which leads to...

At least 70% of our students meeting their growth targets and at least 50% making attainment in Math on the NWEA.

Tags:

Professional development, Academic rigor

Area(s) of focus:

2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Meet with Math teachers and purchase supplemental math materials aligned to the CCSS in July.

Vanessa Williams  
Venus DeLoach and  
Math Teachers

Jul 25, 2016 to  
Jul 29, 2016

Purchase of supplemental math materials

Completed

### Instructional materials

Purchase and have a Book Study of "Teaching for Rigor: A Call for a Critical Instructional Shift"

Venus DeLoach and  
Math Teachers

Nov 21, 2016 to  
Jan 30, 2017

100% of Math teachers participating in Book Study and discussion

On-Track

### Professional development

Monitor classrooms to ensure all teachers provide an opportunity for students to engage in challenging tasks, rich discourse, and answering high level open ended questions.

Administrators and  
Math Lead Teachers

Sep 19, 2016 to  
Jun 15, 2018

Examinations of student tasks, hearing rich discourse, and students answering high level open ended questions.

On-Track

### Academic rigor

Create quarterly workshops for teachers to create math units that are rigorous (planning for challenging task, rich discourse, and open ended questions).

Venus DeLoach

Aug 29, 2016 to  
Apr 7, 2017

Teacher created rigorous Math units.

Not started

### Instructional planning

Monthly examinations of student work in Math.

Venus DeLoach and  
Math Lead Teachers

Sep 30, 2016 to  
Jun 1, 2018

High quality student work.

Not started

### Rigorous tasks

### Strategy 3

If we do...

implement an MTSS model that identifies students in Tier II and provides interventions for academic and SEL needs in grades K-5.

...then we see...

team based approach towards implementing our expanded menu of evidence based interventions for Tier II students.

...which leads to...

a reduction of students receiving Tier II interventions as a result of successful transitioning to Tier I interventions after 10 weeks.

Tags:

Multi tiered support systems

Area(s) of focus:

3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Use Problem Solving Process to plan instruction and interventions.	Vanessa Johnson Venus DeLoach and MTSS Team	Aug 29, 2016 to May 25, 2018	Problem Solving Implementation Checklist	Not started
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**Problem solving process**

Use progress monitoring data to track effectiveness of interventions and students response to intervention	MTSS Team	Oct 3, 2016 to Jun 15, 2018	Data collected and analyzed monthly	Not started
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**Data tracking**

Continue Second Step Implementation	K - 8 Teachers (Implementation) Venus DeLoach (Monitoring)	Sep 12, 2016 to Jun 15, 2018	Second Step Monitoring Tool	Not started
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**Second step**

Develop an incentive program for Tier II and Tier III in Grades K - 5 to create an "easy win" opportunity for the students to be celebrated.	Venus DeLoach and Teachers	Aug 29, 2016 to Jun 16, 2017	Improved attendance rate in K-2	Not started
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**Attendance**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers will participate in the TextProject 5 Module Teacher Development Series on Text Complexity Tags: Instruction, Close reading, Instruction, Pd</p>	Vanessa Williams Johnson	Aug 29, 2016	Nov 3, 2016	On-Track
<p>✚ Purchase the "Hands on Stanza" program for the 2016-2017 academic school year for grades 6-8th for students to closely read and write in poetry. Tags: Instruction, Close reading, Academic gain</p>	Andrea Dydo	Aug 29, 2016	Jun 9, 2017	On-Track
<p>✚ Closely monitor Guided and Close Reading in the classroom with observational feedback for teachers. Tags: Instruction, Close reading, Classroom observations</p>	Vanessa Williams Johnson, Venus DeLoach	Oct 3, 2016	Jun 8, 2018	On-Track
<p>✚ Implement TExT Model of Reading with the purchase of Quick Reads and QReads in subject areas of Science and Social Studies. Tags: Instruction, Close reading, Instructional material</p>	Reading Lead Teachers	Aug 29, 2016	Jun 15, 2018	Not started
<p>✚ Observe and monitor the teacher's best practice of Marzano's Building Academic Vocabulary Tags: Instruction, Close reading, Vocabulary</p>	Vanessa Johnson Venus DeLoach	Oct 10, 2016	Jun 9, 2017	On-Track
<p>✚ Meet with Math teachers and purchase supplemental math materials aligned to the CCSS in July. Tags: Professional development, Academic rigor, Instructional materials</p>	Vanessa Williams Venus DeLoach and Math Teachers	Jul 25, 2016	Jul 29, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ Purchase and have a Book Study of "Teaching for Rigor: A Call for a Critical Instructional Shift"</p> <p>Tags: Professional development, Academic rigor, Professional development</p>	Venus DeLoach and Math Teachers	Nov 21, 2016	Jan 30, 2017	On-Track
<p>✦ Monitor classrooms to ensure all teachers provide an opportunity for students to engage in challenging tasks, rich discourse, and answering high level open ended questions.</p> <p>Tags: Professional development, Academic rigor, Academic rigor</p>	Administrators and Math Lead Teachers	Sep 19, 2016	Jun 15, 2018	On-Track
<p>✦ Create quarterly workshops for teachers to create math units that are rigorous (planning for challenging task, rich discourse, and open ended questions).</p> <p>Tags: Professional development, Academic rigor, Instructional planning</p>	Venus DeLoach	Aug 29, 2016	Apr 7, 2017	Not started
<p>✦ Monthly examinations of student work in Math.</p> <p>Tags: Professional development, Academic rigor, Rigorous tasks</p>	Venus DeLoach and Math Lead Teachers	Sep 30, 2016	Jun 1, 2018	Not started
<p>✦ Use Problem Solving Process to plan instruction and interventions.</p> <p>Tags: Multi tiered support systems, Problem solving process</p>	Vanessa Johnson Venus DeLoach and MTSS Team	Aug 29, 2016	May 25, 2018	Not started
<p>✦ Use progress monitoring data to track effectiveness of interventions and students response to intervention</p> <p>Tags: Multi tiered support systems, Data tracking</p>	MTSS Team	Oct 3, 2016	Jun 15, 2018	Not started
<p>✦ Continue Second Step Implementation</p> <p>Tags: Multi tiered support systems, Second step</p>	K - 8 Teachers (Implementation) Venus DeLoach (Monitoring)	Sep 12, 2016	Jun 15, 2018	Not started
<p>✦ Develop an incentive program for Tier II and Tier III in Grades K - 5 to create an "easy win" opportunity for the students to be celebrated.</p> <p>Tags: Multi tiered support systems, Attendance</p>	Venus DeLoach and Teachers	Aug 29, 2016	Jun 16, 2017	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these 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.

During monthly PAC meetings the PAC members, school leadership, and attending parents will review NCLB, Title I school parental involvement plan and policy while determining if any revisions are needed along with improvement.

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

Title I Annual Meeting was held on September 27, 2016 and Title I PAC Organizational Meeting was held on October 4, 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.

Parents will be provided information about 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 during Open house that is held in September of each school year, during the each parent teacher conference that is held November and April of each school year.

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.

As suggestions from parents arise they will be addressed within a reasonable time frame (one day-one week) depending on the suggestions.

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.

Once the school has received district clearance to distribute state assessment results parents will receive this information during the November parent teacher conference. For the parents who do not show up for the November conference, parents will be contacted and asked to meet with school personnel (teacher, counselor, or administration) to review their child's results. The last resort will be for assessment results will be mailed to the home with a letter explaining the results.

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

Parents will receive the state issued notice to parents that informs them that their child's teacher is not "highly qualified".

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

Parents will be provided with information during Open house that is held in September of each school year, during the each parent teacher conference that is held November and April of each school year, as well as upon request.

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.

DuBois will offer literacy and math nights twice per school year. Parents are welcome to technology training during parent teacher conferences as well as upon request for training.

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.

DuBois will seek assistance from the "FACE" network support personal for assistance in achieving this goal.

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.

Correspondence will be mailed home, information on the school's website and marquee will be posted, DuBois will also host a back to school night to encourage early learning. DuBois has established a relationship with the neighboring apartments complexes to encourage back to school and early enrollment.

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.

Correspondence will be communicated in the language spoken by the parents of the students who attend our school, English and Spanish.

#### Policy Implementation Activities

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

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

N/A

#### Parent Compact

Complete

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

DuBois School's mission is to partner with our students to master the Common Core State Standards, a rigorous curriculum that fully prepares them for college and career success. Our students also engage in the arts through technology, world language, dance, theater, visual arts and music.

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.

There will be:

- 2 Goal Setting Parent/Teacher Conferences (September and February)
- Parent/Teacher Conferences during the 5th, 15th, 20th, and 25th Weeks
- Parent/Teacher Conference during Report Card Pick Up (10th and 30th Weeks)

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 will receive On Track notices during the 5th, 10th, 15th, 20th, 25th, 30th, and 35th weeks of school. If a child is OFF track, teachers will request a parent/teacher conference to discuss the student's progress.

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

DuBois' teachers are available to meet parents by appointment before school, during their lunch and/or prep, and after school.

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.

During registration and Open House, parents will be offered a volunteer packet. They will be invited to volunteer for field trips, lunch/recess, and school activities. Beginning the 2016-2016 school year, teachers will invite parents to participate and observe classroom activities at least 4 times a year. If parents accept the invitation, their child will receive up to 100 extra credit points per quarter.

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

Parents can assist learning by ensuring their child attend schools everyday by 7:55am, monitor homework completion and help if needed, check parent portal at least once a week, form a positive rapport with teachers, and make sure their child gets adequate rest.

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

Parents can call, email teachers/administrators, or visit the school.

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 can assure academic achievement by having excellent attendance, being prepared for class (completing assignments, projects, and homework), positive attitude, willingness to learn, setting goals and working hard to achieve the goals,

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.

In April 2016, we conducted a survey to ascertain Parents needs. After analyzing the results, it was determined the two greatest needs are becoming computer and standardized assessment literate. We will send a sign up sheet in September of 2016. Based on the survey results our goals is for at least 50 parents will sign up for technology training and 100 to sign up for Analyzing Assessment Data.

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.	\$ 0 .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.	\$ 500 .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.	\$ 200 .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)	\$ 0 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 320 .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.	\$ 300 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ 50 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ 100 .00

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55005

**Furniture and Equipment**

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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