



Mahalia Jackson Elementary School (/school-plans/226) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
04/27/2016	CIWP Team	Finalizing Plan
04/05/2016	Leadership Team	Developing Plan
04/19/2016	ILT	Developing Plan
03/28/2016	CIWP Taam	Developing Plan
03/17/2016	Leadship Team	Planning the CIWP Process

**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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There is an unwavering commitment to fulfilling a shared vision. The leadership team is working on creating structures where ALL teachers are able to articulate voice in the decision making processes.

**Guide for Leadership & Collective Responsibility**

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

**Evidence, Measures, and Standards**

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

**Instructional Leadership Team:**

Score

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

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Consistent meetings are held and transparent processes are in place for strategic planning. The ILT is demonstrating competencies in utilizing data to improve instructional practices within all classrooms. Areas for growth include the need for clear processes in developing and implementing continuous cycles of improvement that utilizes the problem solving process.

**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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Follow-through on each component of the learning cycle is necessary to move to the next level of competency. Differentiation has begun on providing clear guidance on individual needs of instruction staff.

## Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.

- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

1 2 **3** 4

Teachers have now been strategically placed based on strengths and certifications. School schedules are responsive to student needs and teacher strengths.

Growth-

Systematized hiring and retention processes need to occur, clear alignment with CIWP priorities and school mission should be consistent, community partnerships should be closely aligned to mission

## 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
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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Scope and sequence provided by Network is being implemented, but increased opportunities for students to engage in critical thinking processes that involve shared learning and application processes is required.

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

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

1 2 3 4

Materials have been secured, but clear guidance on utilization that promotes alignment with scope and sequence across all grade levels is required to move to the next level of competency.

## 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	✓ SQRP 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

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Consistent examination of exit slips alignment to purpose statements is occurring. Teachers are receiving direct support regarding GRR. Common planning meetings where sharing of best practices, and evaluating, supporting and challenging instructors to develop rigorous tasks is occurring weekly.

While the process of evaluating tasks is in place, all grade bands need to consistently increase the depth of knowledge and classroom expectations of students. Students require more opportunities to construct mathematical reasoning skills.

## 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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

Score

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

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Progress is being made towards ensuring that knowledge of early foundational skills are acquired for all students to be successful in post-secondary activities.

Growth-

Transitions for students entering mid-year needs to become more consistent.

Greater opportunities for exposure to post-secondary opportunities should be occurring in primary and cluster programming.

### 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	<table border="0"> <tr> <td>Ambitious Instruction</td> <td>Supportive Environment</td> </tr> </table>	Ambitious Instruction	Supportive Environment
Ambitious Instruction	Supportive Environment		
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>		
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.		

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

Score

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

1 2 3 4

Teachers are planning using consistent lesson and unit formats that are aligned to Network scope and sequence. Leadership teams are developing opportunities for mentoring and peer observations. GRR is being implemented within all classrooms, but not to full competencies.

## 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	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

### Multi-Tiered System of Support:

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

Score

1 2 3 4

There are pockets of thoroughly well-developed intervention plans. Ancillary staff is providing early interventions of foundational literacy skills within K-2 grade classrooms. Consistency and competency of all instructors and interventionists will need to be required to monitor all

### Guide for Multi-Tiered System of Support

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

## Evidence, Measures, and Standards

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

School wide grading expectations have been established, regular progress monitoring is being implemented. In order to move to the next level of competency progress monitoring must occur across all grade bands and within every classroom. Effective and consistent protocols for assessment of student work should be developed.

### 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



- Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
- Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 **2** 3 4

School wide initiative of positive to negative interactions of 3:1 has been established as a goal. Most staff members have fully implemented the goal and have noticed direct positive results. Students are beginning to emulate trust among one another and community members have shared that they have witnessed dramatic relationship changes.

#### Areas for growth-

Continual development of growth mindset, trust, and the use of student leadership to foster greater peer to peer respect that allows for healthy SEL and access to rigorous academic instruction.

## 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:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 3 4

Students have opportunities for enrichment and academic opportunities that build engagement in the community through partnerships with outside agencies and teacher devotion to the full educational experience. Active student council for middle school, PAC, CCAP, ILT, girls in the game, professional basketball players devoting coaching time in am, SEL programming partnership for Fall, learning garden, farming club, principal advisory group are just a few of the dynamic partnerships that are facilitating active engagement and civic life.

Areas for growth-

### 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	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

**Safety & Order:**

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

Score

1 2 3 4

Students, parents, and staff have shared that there is a dynamic change in safety and order, but there is still much to do to maintain consistency throughout the entire building while strengthening restorative justice practices and supporting students and teachers. While much growth has been seen, school-wide expectations have not been consistently reinforced throughout all areas of the school and by all members of the staff.

**Guide for Safety & Order**

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

**Evidence, Measures, and Standards**

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

**Restorative Approaches to Discipline:**

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

Score

1 2 3 4

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.

Restorative practices are being utilized through SEL trained staff members. The beginning of a behavioral health team is in the works, but has not been completely established. True belief that restoration not punitive consequences will promote critical thinking and positive growth mindsets has not yet been emulated by all staff members.

### Guide for Restorative Approaches to Discipline

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

### Evidence, Measures, and Standards

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

#### Parent Partnership:

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

#### Score

1 **2** 3 4



Growth has been seen, shared, and an open door policy provides parents the opportunity to share ideas, concerns, and solutions.  
 Areas for growth-  
 Continue to promote parent input opportunities  
 provide relevant parent workshops

## Guide for Parent Partnership

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

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

2 Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility

1	2	3	4	5	0
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2	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.	25.00	1.00	20.80	36.60
<b>National School Growth Percentile - Math</b>				
We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.	14.00	6.00	24.80	39.80

% of Students Meeting/Exceeding National Ave Growth Norms

We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.

54.10

(Blank)

19.00

35.20

#### African-American Growth Percentile - Reading

We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.

25.00

1.00

20.80

36.60

#### Hispanic Growth Percentile - Reading

NA

(Blank)

(Blank)

0.00

0.00

#### English Learner Growth Percentile - Reading

NA

(Blank)

(Blank)

0.00

0.00

#### Diverse Learner Growth Percentile - Reading

We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.

1.00

1.00

20.80

36.60

#### African-American Growth Percentile - Math

We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.

14.00

6.00

24.80

39.80

#### Hispanic Growth Percentile - Math

NA

(Blank)

(Blank)

0.00

0.00

#### English Learner Growth Percentile - Math

NA

(Blank)

(Blank)

0.00

0.00

#### Diverse Learner Growth Percentile - Math

We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.

1.00

14.00

31.20

44.90

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

We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.

1.00

2.00

21.60

37.20

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

We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.

1.00

1.00

20.80

36.60

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

We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.

3.00

16.00

32.80

46.20

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

We plan on a regression of 20% per year of the Achievement Gap. This will be realized through the successful implementation of this strategic plan we have collaboratively created as a school community. All targets have been set with the understanding of this aggressive goal.

14.00

35.00

48.00

58.40

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

NA

(Blank)

(Blank)

0.00

0.00

**Average Daily Attendance Rate**

We will continue to focus on attendance and work with parents and outside agencies to assist us with our attendance of all children. We will put in place specific plans for our Tier 2 and 3 students who are struggling to come to school on a regular basis

94.30

94.20

95.50

96.00

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

We will be well organized by the end of this plan. We will review quarterly with the staff our progress in all 5 dimensions and will work with the PPC to continually address concerns that arise for staff, parents, and students.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

**Strategy 1**

If we do...

...then we see...

...which leads to...

Ensure all ELA lessons are high quality lessons aligned to the CCSS and utilize the Gradual Release of Responsibility

All students engaged in rigorous instruction which is facilitated by teachers where students are working collaboratively in small groups for the majority of time

A 20% regression of the ELA achievement gap for all students and 70% of students meeting growth targets

Tags:

Instructional strategy, Achievement, Teacher capacity

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

100% of the instructional staff will receive professional development in all areas of implementing GRR.

Staff will attend and administration will provide.

Apr 8, 2016 to Jun 2, 2017

Professional development will be scheduled, provided, observations and coaching will be on-going, rubrics will be developed and feedback provided to teachers to indicate progress and improvements

On-Track

**Instructional Coaching, Instruction, Achievement, Teacher capacity**

100% of the instructional staff will be provided with professional development in creating purposeful lessons that are aligned to Network 11's scope and sequence of CCSS.

Staff will attend and administration will provide.

Apr 8, 2016 to Jun 2, 2017

Professional development will be scheduled, provided, observations and coaching will be on-going, rubrics will be developed and feedback provided to teachers to indicate progress and improvements

On-Track

By the end of September 2016, All staff will be trained on all components of focused instruction

Principal

May 1, 2016 to Aug 31, 2016

Exit Slips, Learning Cycle, and observations

Behind

**Professional development**

By the end of October 2016, 75% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, and the use of Anchor Charts and Process Charts.

ILT

Sep 30, 2016 to Oct 31, 2016

Instructional Framework Rubric on GRR

Behind

**Instruction, Instructional practices**

By the end of November 2016 all staff will be trained on Guided and Collaborative Practice.

Principal and AP

Oct 31, 2016 to Nov 30, 2016

Exit Slips, Learning Cycle, and observations

Behind

**Professional development**

By the end of January 2017, 75% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, and Guided Practice

ILT

Dec 1, 2016 to Jan 31, 2017

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the end of March 2017, 75% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice.

Principal and AP

Jan 31, 2017 to Mar 31, 2017

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the End of April 2017, all staff will be trained on Independent Practice and re-trained on Daily Formative Assessments in the form of Exit Slips

Principal and AP

Mar 31, 2017 to May 1, 2017

Exit Slips, Learning Cycle, and observations

Behind

**Professional development**

By the end of March 2017, 75% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice, Independent Practice and Exit Slips.

Principal and AP

Feb 1, 2016 to Mar 31, 2016

Instructional Framework Rubric on GRR

Behind

**Professional development**

By the September 2018, all staff will be re-trained on all components of focused instruction

Principal and AP

Aug 31, 2017 to Sep 30, 2017

Exit Slips, Learning Cycle, and observations

Behind

**Professional development**

By the end of October 2018, 90% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, and the use of Anchor Charts and Process Charts.

ILT

Sep 30, 2017 to Oct 31, 2017

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the end of November 2018 all staff will be trained on Guided and Collaborative Practice.

Principal, AP, and ILT

Oct 1, 2017 to Nov 30, 2017

Exit Slips, Learning Cycle, and observations

Behind

**Professional development**

By the end of January 2018, 90% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, and Guided Practice

ILT

Dec 1, 2017 to Jan 31, 2018

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the end of March 2018, 90% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice.

ILT

Feb 25, 2018 to Mar 31, 2018

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the End of April 2018, all staff will be trained on Independent Practice and re-trained on Daily Formative Assessments in the form of Exit Slips

Principal, AP, and  
ILT

Mar 1, 2018 to  
Apr 30, 2018

Exit Slips, Learning Cycle, and  
observations

Behind

**Professional development**

By the end of March 2018, 90% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice, Independent Practice and Exit Slips.

ILT

Feb 5, 2018 to  
Mar 31, 2018

Instructional Framework Rubric on  
GRR

Behind

**Instructional practices**

By the December 2016 all classrooms will have classroom libraries aligned to F&P for grades K-2 and by Lexile in grades 3rd-8th

Teachers

Jun 1, 2016 to  
Dec 16, 2016

Classroom Library Rubric

Behind

**Instructional material**

All K-5 Teachers will be trained on Balanced Literacy

Curriculum  
Coach/AP

Jun 1, 2016 to  
Aug 31, 2016

Exit Slips, Learning Cycle, and  
observations

Behind

**Professional development**

A school-wide writing strategy will be adopted by August 2016

ILT

Jun 1, 2016 to  
Aug 31, 2016

PO

Behind

**Instructional practices, Instructional material**

Writing PD on the selected writing approach will be carried out during the 2016-2017 school year

ILT

Sep 1, 2016 to  
Jun 30, 2017

Exit Slips, Learning Cycle, and  
observations

Behind

**Professional development**

Full implementation of the writing program will be in place by the beginning of the 2017-2018 school year.

ILT

Jun 1, 2016 to  
Jun 30, 2018

Exit Slips, Learning Cycle, and  
observations  
  
Instructional Framework Rubric on  
GRR

Behind

**Instructional practices, Professional development**

Additional investment in non-fiction trade books will be prioritized for all ELA teachers

Teachers

Jun 1, 2016 to  
Jul 27, 2018

PO and Classroom Libraries

Behind

**Instructional material**

Reading intervention time built into the schedule each day.	Principal	Jun 1, 2016 to Aug 31, 2016	Time Distributions and observations	Behind
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**Instructional block guidelines**

After-school Literacy options will be available for students in grades 2nd -8th	ILT; CCAP	Jun 1, 2016 to Aug 31, 2016	After-school Schedule and sign-ups	Behind
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**After-school**

**Strategy 2**

If we do...

Ensure all Math lessons are high quality lessons aligned to the CCSS and utilize the Gradual Release of Responsibility

...then we see...

All students engaged in rigorous instruction which is facilitated by teachers where students are working collaboratively in small groups for the majority of time

...which leads to...

A 20% regression of the ELA achievement gap for all students and 70% of students meeting growth targets

Tags:

Instruction, Academic

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
100% of the instructional staff will receive professional development in all areas of implementing GRR.	Staff will attend and administration will provide	Apr 8, 2016 to Jun 2, 2017	Professional development will be scheduled, provided, observations and coaching will be on-going, rubrics will be developed and feedback provided to teachers to indicate progress and improvements	On-Track

**Academic, Data driven instruction, Teacher capacity**

100% of the instructional staff will be provided with professional development in creating purposeful lessons that are aligned to Network 11's scope and sequence of CCSS.	Staff will attend and administration will provide	Apr 8, 2016 to Jun 2, 2017	Professional development will be scheduled, provided, observations and coaching will be on-going, rubrics will be developed and feedback provided to teachers to indicate progress and improvements	On-Track
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**Academic, Data driven instruction, Teacher capacity**

By the September 2016, all staff will be trained on all components of focused instruction	Principal and AP	Aug 28, 2016 to Sep 30, 2016	Exit Slips, Learning Cycle, and observations	Behind
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**Professional development**

By the end of October 2016, 75% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, and the use of Anchor Charts and Process Charts.	ILT	Sep 1, 2016 to Oct 31, 2016	Instructional Framework Rubric on GRR	Behind
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**Instructional practices**



By the end of November 2016 all staff will be trained on Guided and Collaborative Practice.

Principal and AP

Oct 31, 2016 to  
Nov 30, 2016

Exit Slips, Learning Cycle, and observations

Behind

**Professional development**

By the end of January 2017, 75% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, and Guided Practice

ILT

Nov 30, 2016 to  
Jan 31, 2017

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the end of March 2017, 75% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice.

ILT

Feb 1, 2017 to  
Mar 31, 2017

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the End of April 2017, all staff will be trained on Independent Practice and re-trained on Daily Formative Assessments in the form of Exit Slips

Principal and AP

Mar 1, 2017 to  
Apr 30, 2017

Exit Slips, Learning Cycle, and observations

Behind

**Professional development**

By the end of June 2017, 75% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice, Independent Practice and Exit Slips.

ILT

Apr 1, 2017 to  
Jun 16, 2017

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the September 2017, all staff will be re-trained on all components of focused instruction

AP and ILT

Aug 27, 2017 to  
Sep 30, 2017

Exit Slips, Learning Cycle, and observations

Behind

**Professional development**

By the end of October 2017, 90% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, and the use of Anchor Charts and Process Charts

ILT

Sep 1, 2017 to Oct 31, 2017

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the end of November 2018 all staff will be trained on Guided and Collaborative Practice.

ILT an AP

Oct 1, 2017 to Nov 30, 2017

Exit Slips, Learning Cycle, and observations

Behind

**Professional development**

By the end of January 2018, 90% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, and Guided Practice

ILT

Dec 1, 2017 to Jan 31, 2018

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the end of March 2018, 90% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice.

ILT

Jan 31, 2018 to Mar 31, 2018

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the End of April 2018, all staff will be trained on Independent Practice and re-trained on Daily Formative Assessments in the form of Exit Slips

ILT and AP

Mar 31, 2018 to Apr 30, 2018

Exit Slips, Learning Cycle, and observations

Behind

**Professional development**

By the end of March 2018, 90% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice, Independent Practice and Exit Slips.

ILT

Feb 28, 2018 to Mar 31, 2018

Instructional Framework Rubric on GRR

Behind

**Instructional practices**

By the end of 2016-2017 school year, Jackson will have a Math teacher trained and eligible to teach HS Algebra.

Math Teacher

Jun 1, 2016 to Jun 30, 2017

Certification

Behind

### Instructional practices

During the 2017-2018 School Year, 50% of 8th grade students will participate in HS Algebra..

Math Teacher

Aug 27, 2017 to Jun 29, 2018

Class roster

Behind

### Instruction

#### Strategy 3

If we do...

Implement problem solving process used within teacher teams to plan necessary Tier II and Tier III interventions

...then we see...

appropriately provided interventions and progress monitoring of students

...which leads to...

a 20% regression of the achievement gap and 25% increase of the Tier II and Tier III students reaching their Growth Target as measure by NWEA

Tags:

Social emotional, Academic expectations, Teacher capacity

Area(s) of focus:

3

Action step

Provide professional development on the problem solving process, academic, and SEL interventions.

Responsible

Administration will provide and staff will attend and implement.

Timeframe

Aug 15, 2016 to Jun 2, 2017

Evidence for status

Teams will be developed, problem solving process will occur, plans will be developed and monitored, students will make gains or be referred for FIE depending on response to interventions.

Status

Not started

### Social emotional, Academic, Administration, Teacher capacity

Prioritize Tier II and Tier III students during the daily intervention times

MTSS Team

Aug 14, 2016 to Jun 30, 2018

Lesson Plans

Behind

### Lesson planning

Utilize effective technology tools to assist teachers with their interventions for their students

Tech Teacher and Curriculum Coach

Jun 1, 2016 to Jun 15, 2018

Observations

Behind

### Technology, Intervention

Ensure all Tier II and Tier III students are being provided the needed services

AP

Jun 1, 2016 to Jun 16, 2018

Observations

Behind

### MTSS, Instruction

Tier II and Tier III students will be progressed monitored every 2 weeks in ELA and Math

Teachers

Jun 1, 2016 to Jun 29, 2018

Assessments

Behind

### MTSS, Progress monitoring

ILT/MTSS Teams will review progress of Tier II and Tier III students routinely during the ILT meetings	ILT	Jun 1, 2016 to Jun 29, 2018	Assessments	Behind
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**MTSS, ILT**

Grade Level Meetings will be used to discuss the progress and instructional plans for all Tier II and Tier III students	Principal	Jun 1, 2016 to Jun 15, 2018	Agendas and Minutes	Behind
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**Grade level meetings**

Tier II and Tier III students will be given priority when selecting students for after-school options	CCAP Coordinator	Jun 1, 2016 to Jun 15, 2018	Rosters	Behind
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**After-school**

Walking interventions determined by DIBELS/TRC and NWEA RIT scores will be effectively implemented by January 2017	Principal and ILT	Jun 1, 2016 to Jan 2, 2017	Observations	Behind
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**Intervention**

**Strategy 4**

If we do...

Create systematic school wide expectations, provide regular positive reinforcement of student behavior, create structures that recognize student achievement, and promote a school-wide growth mindset

...then we see...

students that demonstrate positive social emotional intelligence

...which leads to...

students that demonstrate perseverance, compassion, and visible delight in accomplishing their academic goals leading a reduction of 20% of the achievement gap. Also a 75% decrease in misconducts within the classrooms, and a 50% increase in restorative practices.

Tags:

SEL, Academic, School climate pbis

Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
100% of the staff will receive professional development in areas of PBIS, growth mindset, and SEL implementation strategies.	Administration will provide and staff will receive and implement	Aug 22, 2016 to Jun 2, 2017	School wide expectations will be created and implemented by entire staff. Evidence of GRIT will be witnessed by all and communicated through school-wide positive rewards and recognitions	Not started

**Pbis**

By August 2016 s school-wide expectation system will be adopted	Principal	Jun 1, 2016 to Aug 30, 2016	Posted throughout school	Behind
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**Expectations**

By August 2016 each classroom will have an identical classroom management system

AP

Jun 1, 2016 to Aug 31, 2016

Posted in classroom

Behind

**Classroom management**

By September 2016 all parents will be educated on the school-wide expectations

Principal

Jun 1, 2016 to Sep 30, 2016

Agenda

Behind

**Classroom management**

CICO will be implemented for targeted students

Counselor

Jun 1, 2016 to Aug 31, 2016

Agenda

Behind

Tier II and Tier III students will have a 1:1 mentor in the building that talks with them daily

Counselor

Jun 1, 2016 to Sep 30, 2016

ILT progress monitoring

Behind

**Mentoring**

Tier 1 students will have a mentor in the building that speaks with them daily

Counselor

Jun 1, 2016 to Sep 29, 2016

ILT progress monitoring

Behind

**Mentoring**

Staff will be trained on techniques to de-escalate students

Principal

Aug 22, 2016 to Aug 30, 2016

Agenda

Behind

**De-escalate**

Staff will be trained on a positive approach to student interactions

Principal

Aug 22, 2016 to Aug 29, 2016

Agenda

Behind

**Student interactions**

**Strategy 5**

If we do...

Focus on fully engaging students in their learning and communicating with families the importance of daily attendance

...then we see...

An increase in student attendance and students arriving to school on time

...which leads to...

An attendance rate of 97%

Tags:  
Attendance

Area(s) of focus:  
5

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Daily phone calls to all students who are absent

Clerk

Jun 1, 2016 to Jun 29, 2018

Call log

Behind

**Attendance**

Parent conferences with all Targeted Students

Principal

Jun 1, 2016 to Jun 29, 2018

Meeting Log and Attendance Contract

Behind

**Attendance**

Create an Attendance Plan for all Targeted Students	AP	Jun 1, 2016 to Sep 23, 2018	Attendance Contract	Behind
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**Attendance**

Weekly recognition of class rooms and individual students with perfect attendance	Clerk	Jun 1, 2016 to Aug 31, 2018	Awards Program	Behind
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**Attendance plan**

Monthly attendance awards	Principal	Jun 1, 2016 to Jun 22, 2018	Awards Program	Behind
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**Attendance**

Quarterly attendance celebrations	Principal	Jun 1, 2016 to Jun 29, 2018	Awards Program	Behind
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**Attendance**

Home visits for students who are chronically absent or tardy	Principal	Jun 1, 2016 to Jun 29, 2018	Google Form	Behind
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**Attendance**

CICO will be implemented for targeted students	Counselor	Jun 1, 2016 to Jun 29, 2018	Agenda	Behind
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**Attendance**

Tier II and Tier III students will have a 1:1 mentor in the building that talks with them daily	Counselor	Jun 1, 2016 to Jun 29, 2018	ILT progress monitor	Behind
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**Attendance**

Tier 1 students will have a mentor in the building that speaks with them daily	Counselor	Jun 1, 2016 to Jun 29, 2018	ILT progress monitor	Behind
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**Attendance**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>➕ 100% of the instructional staff will receive professional development in all areas of implementing GRR.                      Tags: Instructional strategy, Achievement, Teacher capacity, Instructional Coaching, Instruction, Achievement, Teacher capacity</p>	Staff will attend and administration will provide.	Apr 8, 2016	Jun 2, 2017	On-Track
<p>➕ 100% of the instructional staff will be provided with professional development in creating purposeful lessons that are aligned to Network 11's scope and sequence of CCSS.                      Tags: Instructional strategy, Achievement, Teacher capacity</p>	Staff will attend and administration will provide.	Apr 8, 2016	Jun 2, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ By the end of September 2016, All staff will be trained on all components of focused instruction Tags: Instructional strategy, Achievement, Teacher capacity, Professional development</p>	Principal	May 1, 2016	Aug 31, 2016	Behind
<p>✦ By the end of October 2016, 75% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, and the use of Anchor Charts and Process Charts. Tags: Instructional strategy, Achievement, Teacher capacity, Instruction, Instructional practices</p>	ILT	Sep 30, 2016	Oct 31, 2016	Behind
<p>✦ By the end of November 2016 all staff will be trained on Guided and Collaborative Practice. Tags: Instructional strategy, Achievement, Teacher capacity, Professional development</p>	Principal and AP	Oct 31, 2016	Nov 30, 2016	Behind
<p>✦ By the end of January 2017, 75% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, and Guided Practice Tags: Instructional strategy, Achievement, Teacher capacity, Instructional practices</p>	ILT	Dec 1, 2016	Jan 31, 2017	Behind
<p>✦ By the end of March 2017, 75% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice. Tags: Instructional strategy, Achievement, Teacher capacity, Instructional practices</p>	Principal and AP	Jan 31, 2017	Mar 31, 2017	Behind
<p>✦ By the End of April 2017, all staff will be trained on Independent Practice and re-trained on Daily Formative Assessments in the form of Exit Slips Tags: Instructional strategy, Achievement, Teacher capacity, Professional development</p>	Principal and AP	Mar 31, 2017	May 1, 2017	Behind
<p>✦ By the end of March 2017, 75% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice, Independent Practice and Exit Slips. Tags: Instructional strategy, Achievement, Teacher capacity, Professional development</p>	Principal and AP	Feb 1, 2016	Mar 31, 2016	Behind
<p>✦ By the September 2018, all staff will be re-trained on all components of focused instruction Tags: Instructional strategy, Achievement, Teacher capacity, Professional development</p>	Principal and AP	Aug 31, 2017	Sep 30, 2017	Behind
<p>✦ By the end of October 2018, 90% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, and the use of Anchor Charts and Process Charts. Tags: Instructional strategy, Achievement, Teacher capacity, Instructional practices</p>	ILT	Sep 30, 2017	Oct 31, 2017	Behind
<p>✦ By the end of November 2018 all staff will be trained on Guided and Collaborative Practice. Tags: Instructional strategy, Achievement, Teacher capacity, Professional development</p>	Principal, AP, and ILT	Oct 1, 2017	Nov 30, 2017	Behind
<p>✦ By the end of January 2018, 90% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, and Guided Practice Tags: Instructional strategy, Achievement, Teacher capacity, Instructional practices</p>	ILT	Dec 1, 2017	Jan 31, 2018	Behind
<p>✦ By the end of March 2018, 90% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice. Tags: Instructional strategy, Achievement, Teacher capacity, Instructional practices</p>	ILT	Feb 25, 2018	Mar 31, 2018	Behind
<p>✦ By the End of April 2018, all staff will be trained on Independent Practice and re-trained on Daily Formative Assessments in the form of Exit Slips Tags: Instructional strategy, Achievement, Teacher capacity, Professional development</p>	Principal, AP, and ILT	Mar 1, 2018	Apr 30, 2018	Behind
<p>✦ By the end of March 2018, 90% of ELA teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice, Independent Practice and Exit Slips. Tags: Instructional strategy, Achievement, Teacher capacity, Instructional practices</p>	ILT	Feb 5, 2018	Mar 31, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ By the December 2016 all classrooms will have classroom libraries aligned to F&amp;P for grades K-2 and by Lexile in grades 3rd-8th</p> <p>Tags: Instructional strategy, Achievement, Teacher capacity, Instructional material</p>	Teachers	Jun 1, 2016	Dec 16, 2016	Behind
<p>✦ All K-5 Teachers will be trained on Balanced Literacy</p> <p>Tags: Instructional strategy, Achievement, Teacher capacity, Professional development</p>	Curriculum Coach/AP	Jun 1, 2016	Aug 31, 2016	Behind
<p>✦ A school-wide writing strategy will be adopted by August 2016</p> <p>Tags: Instructional strategy, Achievement, Teacher capacity, Instructional practices, Instructional material</p>	ILT	Jun 1, 2016	Aug 31, 2016	Behind
<p>✦ Writing PD on the selected writing approach will be carried out during the 2016-2017 school year</p> <p>Tags: Instructional strategy, Achievement, Teacher capacity, Professional development</p>	ILT	Sep 1, 2016	Jun 30, 2017	Behind
<p>✦ Full implementation of the writing program will be in place by the beginning of the 2017-2018 school year.</p> <p>Tags: Instructional strategy, Achievement, Teacher capacity, Instructional practices, Professional development</p>	ILT	Jun 1, 2016	Jun 30, 2018	Behind
<p>✦ Additional investment in non-fiction trade books will be prioritized for all ELA teachers</p> <p>Tags: Instructional strategy, Achievement, Teacher capacity, Instructional material</p>	Teachers	Jun 1, 2016	Jul 27, 2018	Behind
<p>✦ Reading intervention time built into the schedule each day.</p> <p>Tags: Instructional strategy, Achievement, Teacher capacity, Instructional block guidelines</p>	Principal	Jun 1, 2016	Aug 31, 2016	Behind
<p>✦ After-school Literacy options will be available for students in grades 2nd -8th</p> <p>Tags: Instructional strategy, Achievement, Teacher capacity, After-school</p>	ILT; CCAP	Jun 1, 2016	Aug 31, 2016	Behind
<p>✦ 100% of the instructional staff will receive professional development in all areas of implementing GRR.</p> <p>Tags: Instruction, Academic, Academic, Data driven instruction, Teacher capacity</p>	Staff will attend and administration will provide	Apr 8, 2016	Jun 2, 2017	On-Track
<p>✦ 100% of the instructional staff will be provided with professional development in creating purposeful lessons that are aligned to Network 11's scope and sequence of CCSS.</p> <p>Tags: Instruction, Academic, Academic, Data driven instruction, Teacher capacity</p>	Staff will attend and administration will provide	Apr 8, 2016	Jun 2, 2017	On-Track
<p>✦ By the September 2016, all staff will be trained on all components of focused instruction</p> <p>Tags: Instruction, Academic, Professional development</p>	Principal and AP	Aug 28, 2016	Sep 30, 2016	Behind
<p>✦ By the end of October 2016, 75% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, and the use of Anchor Charts and Process Charts.</p> <p>Tags: Instruction, Academic, Instructional practices</p>	ILT	Sep 1, 2016	Oct 31, 2016	Behind
<p>✦ By the end of November 2016 all staff will be trained on Guided and Collaborative Practice.</p> <p>Tags: Instruction, Academic, Professional development</p>	Principal and AP	Oct 31, 2016	Nov 30, 2016	Behind
<p>✦ By the end of January 2017, 75% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, and Guided Practice</p> <p>Tags: Instruction, Academic, Instructional practices</p>	ILT	Nov 30, 2016	Jan 31, 2017	Behind
<p>✦ By the end of March 2017, 75% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice.</p> <p>Tags: Instruction, Academic, Instructional practices</p>	ILT	Feb 1, 2017	Mar 31, 2017	Behind



District priority and action step	Responsible	Start	End	Status
<p>✦ By the End of April 2017, all staff will be trained on Independent Practice and re-trained on Daily Formative Assessments in the form of Exit Slips Tags: Instruction, Academic, Professional development</p>	Principal and AP	Mar 1, 2017	Apr 30, 2017	Behind
<p>✦ By the end of June 2017, 75% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice, Independent Practice and Exit Slips. Tags: Instruction, Academic, Instructional practices</p>	ILT	Apr 1, 2017	Jun 16, 2017	Behind
<p>✦ By the September 2017, all staff will be re-trained on all components of focused instruction Tags: Instruction, Academic, Professional development</p>	AP and ILT	Aug 27, 2017	Sep 30, 2017	Behind
<p>✦ By the end of October 2017, 90% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, and the use of Anchor Charts and Process Charts Tags: Instruction, Academic, Instructional practices</p>	ILT	Sep 1, 2017	Oct 31, 2017	Behind
<p>✦ By the end of November 2018 all staff will be trained on Guided and Collaborative Practice. Tags: Instruction, Academic, Professional development</p>	ILT an AP	Oct 1, 2017	Nov 30, 2017	Behind
<p>✦ By the end of January 2018, 90% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, and Guided Practice Tags: Instruction, Academic, Instructional practices</p>	ILT	Dec 1, 2017	Jan 31, 2018	Behind
<p>✦ By the end of March 2018, 90% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice. Tags: Instruction, Academic, Instructional practices</p>	ILT	Jan 31, 2018	Mar 31, 2018	Behind
<p>✦ By the End of April 2018, all staff will be trained on Independent Practice and re-trained on Daily Formative Assessments in the form of Exit Slips Tags: Instruction, Academic, Professional development</p>	ILT and AP	Mar 31, 2018	Apr 30, 2018	Behind
<p>✦ By the end of March 2018, 90% of Math teachers will be rated as proficient or above as evidenced by the Mahalia Jackson Instructional Framework Tool in the areas of Purpose Statements, Modeling, the use of Anchor Charts and Process Charts, Guided Practice and Collaborative Practice, Independent Practice and Exit Slips. Tags: Instruction, Academic, Instructional practices</p>	ILT	Feb 28, 2018	Mar 31, 2018	Behind
<p>✦ By the end of 2016-2017 school year, Jackson will have a Math teacher trained and eligible to teach HS Algebra. Tags: Instruction, Academic, Instructional practices</p>	Math Teacher	Jun 1, 2016	Jun 30, 2017	Behind
<p>✦ During the 2017-2018 School Year, 50% of 8th grade students will participate in HS Algebra.. Tags: Instruction, Academic, Instruction</p>	Math Teacher	Aug 27, 2017	Jun 29, 2018	Behind
<p>✦ Provide professional development on the problem solving process, academic, and SEL interventions. Tags: Social emotional, Academic expectations, Teacher capacity, Social emotional, Academic, Administration, Teacher capacity</p>	Administration will provide and staff will attend and implement.	Aug 15, 2016	Jun 2, 2017	Not started
<p>✦ Prioritize Tier II and Tier III students during the daily intervention times Tags: Social emotional, Academic expectations, Teacher capacity, Lesson planning</p>	MTSS Team	Aug 14, 2016	Jun 30, 2018	Behind
<p>✦ Utilize effective technology tools to assist teachers with their interventions for their students Tags: Social emotional, Academic expectations, Teacher capacity, Technology, Intervention</p>	Tech Teacher and Curriculum Coach	Jun 1, 2016	Jun 15, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ Ensure all Tier II and Tier III students are being provided the needed services Tags: Social emotional, Academic expectations, Teacher capacity, MTSS, Instruction</p>	AP	Jun 1, 2016	Jun 16, 2018	Behind
<p>✦ Tier II and Tier III students will be progressed monitored every 2 weeks in ELA and Math Tags: Social emotional, Academic expectations, Teacher capacity, MTSS, Progress monitoring</p>	Teachers	Jun 1, 2016	Jun 29, 2018	Behind
<p>✦ ILT/MTSS Teams will review progress of Tier II and Tier III students routinely during the ILT meetings Tags: Social emotional, Academic expectations, Teacher capacity, MTSS, ILT</p>	ILT	Jun 1, 2016	Jun 29, 2018	Behind
<p>✦ Grade Level Meetings will be used to discuss the progress and instructional plans for all Tier II and Tier II students Tags: Social emotional, Academic expectations, Teacher capacity, Grade level meetings</p>	Principal	Jun 1, 2016	Jun 15, 2018	Behind
<p>✦ Tier II and Tier II students will be given priority when selecting students for after-school options Tags: Social emotional, Academic expectations, Teacher capacity, After-school</p>	CCAP Coordinator	Jun 1, 2016	Jun 15, 2018	Behind
<p>✦ Walking interventions determined by DIBELS/TRC and NWEA RIT scores will be effectively implemented by January 2017 Tags: Social emotional, Academic expectations, Teacher capacity, Intervention</p>	Principal and ILT	Jun 1, 2016	Jan 2, 2017	Behind
<p>✦ 100% of the staff will receive professional development in areas of PBIS, growth mindset, and SEL implementation strategies. Tags: SEL, Academic, School climate pbis, Pbis</p>	Administration will provide and staff will receive and implement	Aug 22, 2016	Jun 2, 2017	Not started
<p>✦ By August 2016 s school-wide expectation system will be adopted Tags: SEL, Academic, School climate pbis, Expectations</p>	Principal	Jun 1, 2016	Aug 30, 2016	Behind
<p>✦ By August 2016 each classroom will have an identical classroom management system Tags: SEL, Academic, School climate pbis, Classroom management</p>	AP	Jun 1, 2016	Aug 31, 2016	Behind
<p>✦ By September 2016 all parents will be educated on the school-wide expectations Tags: SEL, Academic, School climate pbis, Classroom management</p>	Principal	Jun 1, 2016	Sep 30, 2016	Behind
<p>✦ CICO will be implemented for targeted students Tags: SEL, Academic, School climate pbis</p>	Counselor	Jun 1, 2016	Aug 31, 2016	Behind
<p>✦ Tier II and Tier III students will have a 1:1 mentor in the building that talks with them daily Tags: SEL, Academic, School climate pbis, Mentoring</p>	Counselor	Jun 1, 2016	Sep 30, 2016	Behind
<p>✦ Tier 1 students will have a mentor in the building that speaks with them daily Tags: SEL, Academic, School climate pbis, Mentoring</p>	Counselor	Jun 1, 2016	Sep 29, 2016	Behind
<p>✦ Staff will be trained on techniques to de-escalate students Tags: SEL, Academic, School climate pbis, De-escalate</p>	Principal	Aug 22, 2016	Aug 30, 2016	Behind
<p>✦ Staff will be trained on a positive approach to student interactions Tags: SEL, Academic, School climate pbis, Student interactions</p>	Principal	Aug 22, 2016	Aug 29, 2016	Behind
<p>✦ Daily phone calls to all students who are absent Tags: Attendance, Attendance</p>	Clerk	Jun 1, 2016	Jun 29, 2018	Behind
<p>✦ Parent conferences with all Targeted Students Tags: Attendance, Attendance</p>	Principal	Jun 1, 2016	Jun 29, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<b>+</b> Create an Attendance Plan for all Targeted Students Tags: Attendance, Attendance	AP	Jun 1, 2016	Sep 23, 2018	Behind
<b>+</b> Weekly recognition of class rooms and individual students with perfect attendance Tags: Attendance, Attendance plan	Clerk	Jun 1, 2016	Aug 31, 2018	Behind
<b>+</b> Monthly attendance awards Tags: Attendance, Attendance	Principal	Jun 1, 2016	Jun 22, 2018	Behind
<b>+</b> Quarterly attendance celebrations Tags: Attendance, Attendance	Principal	Jun 1, 2016	Jun 29, 2018	Behind
<b>+</b> Home visits for students who are chronically absent or tardy Tags: Attendance, Attendance	Principal	Jun 1, 2016	Jun 29, 2018	Behind
<b>+</b> CICO will be implemented for targeted students Tags: Attendance, Attendance	Counselor	Jun 1, 2016	Jun 29, 2018	Behind
<b>+</b> Tier II and Tier III students will have a 1:1 mentor in the building that talks with them daily Tags: Attendance, Attendance	Counselor	Jun 1, 2016	Jun 29, 2018	Behind
<b>+</b> Tier 1 students will have a mentor in the building that speaks with them daily Tags: Attendance, Attendance	Counselor	Jun 1, 2016	Jun 29, 2018	Behind

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent Plan

### Parent Involvement Policy

Complete

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

This will be accomplished during the monthly PAC meetings

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

The PAC annual meeting occurred on September 29, 2016. The PAC organizational meeting occurred on September 29, 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.

This information will happen two times per year during the State of The Schools address.

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.

The school responds to all parent inquiries in 24 hours. The school also has opportunities for parents to talk with the school governance teams and principal during the PAC and LSC Meetings. In addition the principal of the school has a breakfast once per month with parents in order to update parents on information, answer questions, and receive feedback from the stakeholders.

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

Parents will be given the PARCC reports when available. In addition, parents will receive reports on how their children have performed on DIBELS, TRC, and/or the NWEA assessment, three times per year.

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

Parents will be informed through a written communication.

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.

This will be accomplished during the PAC meetings and during the Curriculum Night/Open House at the beginning of the year

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.

The PAC will hold monthly trainings for parents that will encompass these areas and more.

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.

Staff will be trained during professional development days on how to partner with parents to increase the teaching and learning in the classroom.

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.

Parents will be encouraged to volunteer in the classroom as support all students while there. Throughout the year, there will be programs for parents to interact with the Pre-K teachers along with their child as they build their skills and community of learning.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information will be sent in clear and understandable written communication. Any families needing translation services will be accommodated. In addition parents will be informed via phone and email.

#### 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)

NA

#### 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.)

To engage every student in rigorous, well-rounded, instructional activities that promotes critical thinking, complex problem-solving, and effective participation in a holistic STEAM (Science, Technology, Engineering, Arts, Mathematics) program to succeed in college and career endeavors as lifelong learners.

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

Parent-Teacher conferences will be held at the end of the 1st and 3rd quarter. In addition, conferences will be made available as needed throughout the year.

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

Progress reports are sent out on a weekly basis.

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

Staff are available to parents on a as needed basis. Parents can call the school a schedule to meet with parents at a mutually agreed upon time.

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

Parents are recruited to volunteer often. All parents are asked to complete the volunteer application. Parents may volunteer during regular school hours.

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

Parents will be partners with the school. Parents will sign up for the Parent Portal in order to have on-demand access to students grades, return signed progress reports to the school on a weekly basis, and will assist their children with homework and projects after school.

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

All parents are invited to the PAC and LSC meetings that occur on a monthly basis. During this time the parents have an opportunity to speak, raise concerns, ask questions, and stay informed.

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 will come to school everyday, ready to learn. This includes being prepared for class each day, portraying behaviors of a student, and meeting our expectations for conduct and learning.

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 order to support the enhancement of teaching and learning occurring in the school, parents must understand how their child is performing compared to other children nationally, why it is important of their child to be successful, how to support their children be the best students they can be, and understand the school approach to increasing student achievement for all students

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.	\$ 2521 .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.	\$ 0 .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 Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .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.	\$ 0 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ 0 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ 0 .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ 0 .00

