



LaSalle II Magnet Elementary School (/school-plans/252) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/02/2016	ILT	Review of CIWP Process
02/05/2016	All Staff	Review of CIWP Process; Data collection for SEF
02/05/2016	ILT	Review of data collection and initial ratings for SEF
02/09/2016	CIWP Committee	Data collection and ratings for SEF
02/03/2016	LSC	Review of CIWP Process
02/16/2016	ILT	Review of SEF and ratings
02/23/2016	CIWP Committee	Review of SEF and final ratings
03/03/2016	LSC	Review of SEF and final ratings; approval of SEF
03/08/2016	ILT	Creation of strategies and action plans
03/22/2016	ILT	Strategies and action plans
03/22/2016	CIWP Committee	Strategies and action plans
03/28/2016	All Staff	Strategies and action plans
04/05/2016	LSC	Review of strategies and action plans

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

Administration has an open door policy to staff and community members
 School website and teacher website updated on a regular basis to communicate vision for high expectations
 Student Driven decisions made daily
 Staff encouraged to attend Professional Development to improve instructional practice
 Twice monthly grade level meetings with administration
 Administration is very supportive of staff and values their opinion in critical school decisions
 Administration has policies in place to ensure unnecessary distractions are taken care of and do not disrupt the instructional day
 ILT meets twice a month to assess school improvement, school culture, and analyze school data
 Staff completes monthly peer observations and reports findings in grade level meetings
 Administration creates a very positive climate by providing teachers with autonomy
 Administration and staff committed to raising achievement by implementing research based practices. (Focus is currently on developing authentic assessment and increasing rigor)
 Professional Developments often planned and run by other staff members 2014-2016
 -Strategy Share
 -Power of Words
 -Close Read
 -Scavenger Hunt
 -IEPs and you
 -Special Education teachers presented to Paraprofessionals
 Emergency Crisis plan shared with all staff and parents
 Administration shares all necessary information with staff and community in real time via email, staff meetings, website, and Falcon Flier
 Principal informs and consults staff in critical decision making (PD, budget, curriculum, staffing, etc.)
 Utilizes data such as the 5 Essentials Survey, NWEA and PARCC to drive decision-making for school improvement
 -Administration and grade levels meet quarterly to analyze NWEA data and create plans to push students to the next RIT band
 All staff included in development of CIWP
 Teacher leaders run committees that are focused on school improvement and all staff chose to be on a committee during last year's after school flex days
 Staff incentives (jeans day, lunches, Teacher's Fun Day, etc.) provided to improve school culture, encourage best practices, and increase student improvement
 Mutual respect and professionalism displayed regularly by staff members

5 Essentials:
 -Effective Leaders: 66%
 +Program Coherence: 81%
 +Teacher-Principal Trust: 72%
 +Teacher Influence: 53%
 +Instructional Leadership: 59%

Collaborative Teachers: 73%
 +Collaborative Practices: 97%
 +Collective Responsibility: 56%
 +Quality PD: 74%
 +School Commitment: 74%
 +Teacher-Teacher Trust: 64%

REACH:
 4A: 8.89% Basic, 37.78% Proficient, 53.33% Distinguished

CPS Performance Standards for School Leaders:
 -A1: Proficient
 -A2: Proficient
 -A5: Proficient
 -D4: Proficient

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.

- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

Assists in planning grade level meetings
 Supports goals outlined in CIWP
 Regularly meets every other week, and follows a set agenda
 Members representative of different grade bands and departments
 Ensure that staff knows purpose and makeup of ILT Team
 Need to share ILT meeting notes with entire staff
 Need to establish goals for direction of ILT meetings
 Need to utilize specific school data in furthering instruction

5 Essentials:

-Effective Leaders: 66%
 +Program Coherence: 81%
 +Teacher-Principal Trust: 72%
 +Teacher Influence: 53%
 +Instructional Leadership: 59%

Collaborative Teachers: 73%
 +Collaborative Practices: 97%
 +Collective Responsibility: 56%
 +Quality PD: 74%
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 +Teacher-Teacher Trust: 64%

REACH:

4A: 8.89% Basic, 37.78% Proficient, 53.33% Distinguished

CPS Performance Standards for School Leaders:

-A1: Proficient
 -A2: Proficient
 -B5: Proficient

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

All grade level partners have common planning time in order to collaborate
 Grade level meetings address teaching challenges and offer feedback and support
 Administration conducts random walk-throughs of classrooms to provide feedback
 Opportunities for teachers to participate in professional learning, i.e. Gust Foundation PD, ELL cohort
 Teachers participate in peer observations and provide feedback when appropriate
 Weekly structured grade level meetings
 Teachers allowed to attend PDs with allocated money from budget
 PD aligns to classroom needs
 Need to differentiate grade level meetings
 Need PD to inform teachers on best practices for special education inclusion models
 Need to institute new teacher mentor program
 Need open regular communication between special education, language, general and auxiliary teachers
 Need cultural sensitivity training/session schoolwide (not just racial, but also lifestyle, diverse learning, etc)

5 Essentials:

- Effective Leaders: 66%
- +Program Coherence: 81%
- +Teacher-Principal Trust: 72%
- +Teacher Influence: 53%
- +Instructional Leadership: 59%

- Collaborative Teachers: 73%
- +Collaborative Practices: 97%
- +Collective Responsibility: 56%
- +Quality PD: 74%
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REACH:

4A: 8.89% Basic, 37.78% Proficient, 53.33% Distinguished

CPS Performance Standards for School Leaders:

- B2: Proficient
- B6: Proficient

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

School budget expenditures aligned to and support CIWP priorities
 Discretionary funds used for cadre, KDG aide, school-based tutoring, staff overtime
 Hiring process ensures and supports recruitment of high-quality staff members
 Administration aligns resources to school priorities and schedules effectively to make the most of instructional time
 School purchased chromebooks to help students utilize technology related resources
 Block scheduling is used to maximize academic time in some areas, i.e. world language
 Utilizes community and parents to support the school learning goals
 Need block scheduling between grades, in particular reading and math, to allow more accessibility for special education teachers
 Administration should utilize exit interviews to explore areas of improvement
 Need to periodically review effectiveness of online resources connected to student learning outcomes (IXL, Raz Kids, etc)

5 Essentials:

-Effective Leaders: 66%
 +Program Coherence: 81%
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REACH:

4A: 8.89% Basic, 37.78% Proficient, 53.33% Distinguished

CPS Performance Standards for School Leaders:

-A3: Proficient
 -B4: Proficient

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
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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.

Score

1 2 **3** 4

All curriculum aligned to CPS Frameworks to ensure alignment of scope and text and task complexity
 School offers a variety of after school activities
 -More after school activities needed in academics
 Students have opportunities to participate in Science Olympiad, You Be the Chemist, Science Fair, Invention Convention, Model UN
 Classrooms utilize leveled readers to differentiate reading instruction
 WL assessments enhance students' understanding of and connection to the school's world language focus and track student progress in grades K-8
 Professional Development often allows teachers time to enhance curriculum and lesson plans both by aligning more concretely to CPS/Common Core standards, as well as sharing ideas with peers
 Students are given assignments focusing on real world essays, encouraging students to connect learning to the greater world and society
 Math instruction is aligned to common core, using a variety of instructional programs including but not limited to Go Math, Envision Math, and IXL.
 World Language curriculum aligned to ACTFL World Readiness Standards for Learning Languages
 RIT plans are utilized in all grades to track student growth and provide differentiated instruction in the areas of reading and math - turned into administration monthly and
 Des carte statements are used to plan small group lessons and pace units and lessons appropriately

ESL/SPED students receive individualized, differentiated instruction to meet students at their current location and bring them up to grade level

Grade level meetings allow time to horizontally and vertically align curriculum units

Curriculum maps from all areas are helpful for vertical and horizontal alignment

-(Need to be more consistent with curriculum maps)

Diverse Learners:

-Different instructional materials are used that provide levelled readers and other resources that help provide differentiation of student instruction

-Students are given inclusion or push in minutes depending on the LRE outlined in the student's IEP

8th grade students are eligible to take an advanced Algebra 1 class if grade minimums are met

8th grade students are eligible to take the Algebra Exit Exam in May

Second Step curriculum taught school wide for Social Emotional Learning

Shift from Illinois Standards to Common Core has improved time spent on individual concepts being taught in more depth, avoiding the learning practice of 'a mile wide but an inch deep'

Web capabilities are utilized in a variety of subjects and grades including but not limited to the following programs: Raz Kids, IXL,

Read Theory, Language Nut, Second Step, Middlebury Language, Kahn Academy, Go Math

Alignment of units of instruction was helpful but discontinued - need to start again

Need more cross-curricular meetings (WL, MS, specials, etc) beyond grade level

More international and WL focused units in other subjects

What are the learning spaces for vertical planning/data analysis?

Increase rigor across all grade levels/content, especially important for Diverse Learners

Advanced learners need more school programs and after school activities that provide enrichment experiences

Bring back MLK oratory contest.

Bring back special ed spelling bee.

Are we still doing the geography bee?

Student grades should be inputted throughout the grading period, not all within a week of the grading period ending.

5 Essentials:

-Effective Leaders: 66%

+Program Coherence: 81%

+Teacher-Principal Trust: 72%

+Teacher Influence: 53%

+Instructional Leadership: 59%

Collaborative Teachers: 73%

+Collaborative Practices: 97%

+Collective Responsibility: 56%

+Quality PD: 74%

+School Commitment: 74%

+Teacher-Teacher Trust: 64%

-Ambitious Instruction: 60%

+English Instruction: 33%

+Math Instruction: 55%

+Academic Press: 74%

+Quality of Student Discussion: 78%

REACH:

3A: 13.41% Basic, 36.59% Proficient, 50% Distinguished

3C: 15.66% Basic, 43.37% Proficient, 40.96% Distinguished

1A: 8.70% Basic, 47.83% Proficient, 43.38% Distinguished

1D: 15.22% Basic, 41.30% Proficient, 43.38% Distinguished

CPS Performance Standards for School Leaders:

-B1: Proficient

-C1: Proficient

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing'

- does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 **3** 4

Use of FOSS and Interactive Science curriculum and National Geographic magazines to supplement science content
 Materials are directly aligned to Common Core Standards (reading and math) and NGSS (New Generation of Science Standards)
 Students complete science labs weekly
 Students and teachers have access to technology in all classrooms
 Differentiated classroom libraries allow for varied levels of support and challenge
 Online materials to supplement curriculum include but are not limited to Raz Kids, IXL, Read Theory, Language Nut, Second Step, Middlebury Language, Kahn Academy, Go Math
 World Language curriculum aligned with ACTFL World Readiness Standards for Learning Languages
 Promethean Boards and desktop computers in all classrooms
 Chromebooks and iPads available to all classroom teachers
 Well equipped science lab
 Math manipulatives are available
 New teachers should be trained on available technology
 Primary grades need a more structured social studies curriculum
 No specific tech person to assist with issues such as broken technology
 Need to make better use of available ELL materials
 Are the smart boards being used to their fullest capabilities? Is there PD for technology in the classroom?

5 Essentials:

- Supportive Environment: 37%
- +Peer Support for Academic Work: 49%
- +Academic Personalism: 27%
- +Safety: 54%
- +Student-Teacher Trust: 18%

- Ambitious Instruction: 60%
- +English Instruction: 33%
- +Math Instruction: 55%
- +Academic Press: 74%
- +Quality of Student Discussion: 78%

REACH:

- 1A: 8.70% Basic, 47.83% Proficient, 43.38% Distinguished
- 1B: 15.22% Basic, 36.96% Proficient, 47.83% Distinguished
- 1C: 4.35% Basic, 47.83% Proficient, 47.83% Distinguished
- 1D: 15.22% Basic, 41.30% Proficient, 43.38% Distinguished
- 1E: 13.04% Basic, 52.17% Proficient, 34.78% Distinguished

CPS Performance Standards for School Leaders:

- A3: Proficient

Guide for Instructional Materials

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

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

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

All staff emphasize high learning expectations for students
 Student tasks reflect key shifts in literacy and math (math talks, close reads, annotations, citing evidence from text, inquiry projects, analyze and explain math problems)
 Students are given a variety of learning activities in order to demonstrate understanding of content
 Classroom teachers follow common core based curriculum
 Teachers utilize the information from assessments to inform and adjust teaching
 Teachers use different media sources to vary presentation of material
 Both in reading and math, students must be able to explain their thinking and provide evidence
 Assessments utilize open-ended questions to stimulate student thinking
 Need additional kagan training for teachers new to LS2
 Need to plan cross-curricular units
 Need to continue to utilize other reading materials, rather than relying mostly on basal readers
 Outdoor classroom not utilized enough
 Need more focus on writing
 How can we incorporate depth of knowledge (DOK) into discussions of task complexity?
 Make use of the neighborhood around the school to create educational experiences involving community service and citizenship.

5 Essentials:

-Ambitious Instruction: 60%
 +English Instruction: 33%
 +Math Instruction: 55%
 +Academic Press: 74%
 +Quality of Student Discussion: 78%

REACH:

1D: 15.22% Basic, 41.30% Proficient, 43.38% Distinguished
 2B: 12% Basic, 44% Proficient, 44% Distinguished
 3B: 18.52% Basic, 49.38% Proficient, 32.10% Distinguished
 3C: 15.66% Basic, 43.37% Proficient, 40.96% Distinguished

CPS Performance Standards for School Leaders:

-B1: Proficient

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques,

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

Middle School:

- Career Day allows students opportunities for career exploration
- Workshop Day provide students with opportunities to explore interests, talents, and skills outside core curriculum
- Advisory period utilized to familiarize students with high school options, scholarship opportunities, and career goals
- Model UN provides opportunities for decision making, improve oral presentation skills, and learn about the global community
- Assist students and parents with 8th grade information and applications
- High School Fair on site with 80 participating high schools including private, public, charter, and specialty schools
- Students are encouraged to attend high school shadow days
- Parent workshops to focus on high school application and process
- High school transition plans developed for diverse learners
- Counselor tracks where graduates attend high school
- School website and classroom pages regularly updated with information for parents and students
- New Kid Lunch Bunches hosted by counselor at the beginning of the year
- School-wide implementation of social emotional learning curriculum, Second Step, to enhance academic and personal learning behaviors
- Need to improve peer buddy system for new students
- Create a strategy to mitigate against losing students to AC programs and other middle school programs
- Create plan to better assist transition of new students to LS2, especially with world language
- Need to improve 5th to 6th grade transition
- Utilize new resource of Naviance in career exploration in middle school
- How to avoid loss of quality students to AC programs?
- Create realistic goals for high school admissions. Each student should be counseled on the high school admissions process at the beginning of 7th grade. Parents should be offered instruction on the topic as well.

5 Essentials:

- Ambitious Instruction: 60%
- +English Instruction: 33%
- +Math Instruction: 55%
- +Academic Press: 74%
- +Quality of Student Discussion: 78%

-Supportive Environment: 37%

+Peer Support for Academic Work: 49%

+Academic Personalism: 27%

+Safety: 54%

+Student-Teacher Trust: 18%

REACH:

2B: 12% Basic, 44% Proficient, 44% Distinguished

CPS Performance Standards for School Leaders:

-C1: Proficient

-C2: Proficient

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top

- postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Teachers assign inquiry projects to enhance student understanding.
 Teachers anticipate and plan for misconceptions as well as shift instruction when misconceptions are realized during instruction.
 Teachers use a variety of strategies to deepen understanding such as math talks, KWL charts, close read, Fountas and Pinnell, daily 5, daily 3, writers workshop, etc.
 Teachers have increased use of interactive and engaging strategies to present and review material (brains breaks, movement breaks, etc.)
 NWEA scores and correlating DesCartes statements are used to create differentiated groupings and individualized plans, based on students' current level of understanding
 Students receive differentiated small group reading and math instruction four times each week based on most recent NWEA scores and teacher written RIT plans. This ensures all students are engaged in appropriately leveled tasks and skills
 Students are using multimedia/online programs such as Raz-Kids, IXL, and Khan Academy to receive targeted support to review skills or move forward with greater challenges
 Teachers begin lessons by sharing lesson expectations and frontloading vocabulary that will be needed in the day's lesson
 Teachers ask students to explain why when giving answers, helping to promote the development of metacognition and a deeper understanding of new concepts and skills
 Teachers incorporate various levels of questioning, from basic recall to higher order/open ended questions, requiring students to think more deeply about the current topic of discussion
 Teachers identify students who are in need of MTSS, and then grade level meetings are used to brainstorm strategies of support and then monitor their effectiveness.
 Teachers utilize pre and post test assessment, NWEA progress monitoring, and observational notes to monitor the effectiveness of teaching and student learning
 Teachers complete progress monitoring in reading and math based on formative and summative assessment. This data is analyzed and the results, with successes and areas of concern, are discussed in grade level meetings so that an action plan can be put in place
 Students are required to cite textual evidence to support or develop a claim
 ELL students are receiving support both through the use of modified tests, increased vocabulary support during lessons and on assignments, and also with the school's ELL specialist
 In a few classrooms, students reflect upon their own progress and identify areas of need, to develop individualized plans for learning
 Teachers still working to improve rigor, giving more challenging tasks to higher performing students, to provide an increased cognitive challenge
 Strategies for higher performing students needs more focus. Very little time is spent in grade level meetings discussing the needs of these students
 Teacher questioning needs to be improved further, by including more follow-up questions such as how do you know, would this work in all situations, what would happen if
 Student-to-student questioning is beginning to improve, but more support is needed before students are asking higher order thinking questions of each other as well as challenging the thinking/reasoning of classmates
 More consistent ELL support is needed in all subject areas and in all areas of instruction

5 Essentials:

-Effective Leaders: 66%
 +Program Coherence: 81%
 +Teacher-Principal Trust: 72%
 +Teacher Influence: 53%
 +Instructional Leadership: 59%

-Supportive Environment: 37%
 +Peer Support for Academic Work: 49%
 +Academic Personalism: 27%
 +Safety: 54%
 +Student-Teacher Trust: 18%

-Ambitious Instruction: 60%
 +English Instruction: 33%
 +Math Instruction: 55%
 +Academic Press: 74%
 +Quality of Student Discussion: 78%

REACH:

3A: 13.41% Basic, 36.59% Proficient. 50% Distinguished
 3B: 18.52% Basic, 49.38% Proficient. 32.10% Distinguished
 3C: 15.66% Basic, 43.37% Proficient. 40.96% Distinguished
 3D: 11.86% Basic, 61.02% Proficient, 27.12% Distinguished
 3E: 8.57% Basic, 52.86% Proficient. 38.57% Distinguished

CPS Performance Standards for School Leaders:

-B1: Proficient
 -B2: Proficient

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

Tiers need to be clearly defined

NWEA data is used to show growth over time in reading and math and to help determine appropriate academic interventions
School has programs/procedures in place (ex: Second Step, restorative justice, attendance boards, lasalle bucks, dojo, lunch bunches) to support social/emotional needs of students

Staff implements behavior plans, when appropriate, to provide students additional supports

School has a defined process for MTSS referrals and procedures

Teachers utilize grade level meetings to discuss strategies and interventions for struggling students (academic and behavior)

Progress monitoring used to assess effectiveness of strategies and interventions

School monitors students with D's and F's in order to offer academic support

Teachers differentiate lessons and utilize small group instruction based on RIT bands

Online programs such as IXL and Raz kids used to track student progress

Need ongoing communication with parents, especially with students at risk

Utilize more the skills of Related Service Providers (i.e. social worker, psychologist) to assist students with grief counseling and anger coping

All teachers (gen ed, lang, auxiliary) need to be included in discussions involving student needs as related to MTSS

Need more research based interventions for tiers 2 and 3

Need more frequent incentive/celebrations for middle school

Increase use of restorative justice and peer jury

What does parent communication look like in MTSS? How would I know if my child is receiving tier support?

5 Essentials:

-Collaborative Teachers: 73%

+Collaborative Practices: 97%

+Collective Responsibility: 56%

+Quality PD: 74%

+School Commitment: 74%

+Teacher-Teacher Trust: 64%

-Supportive Environment: 37%

+Peer Support for Academic Work: 49%

+Academic Personalism: 27%

+Safety: 54%

+Student-Teacher Trust: 18%

-Ambitious Instruction: 60%

+English Instruction: 33%

+Math Instruction: 55%

+Academic Press: 74%

+Quality of Student Discussion: 78%

REACH:

1A: 8.70% Basic, 47.83% Proficient, 43.38% Distinguished

1B: 15.22% Basic, 36.96% Proficient, 47.83% Distinguished

1D: 15.22% Basic, 41.30% Proficient, 43.38% Distinguished

2D: 6.85% Basic, 64.38% Proficient, 28.77% Distinguished

3D: 11.86% Basic, 61.02% Proficient, 27.12% Distinguished

3E: 8.57% Basic, 52.86% Proficient, 38.57% Distinguished

4A: 8.89% Basic, 37.78% Proficient, 53.33% Distinguished

CPS Performance Standards for School Leaders:

-B3: Proficient

Guide for Multi-Tiered System of Support

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

with varied instructional strategies and SEL support of varying degrees of intensity for all students.

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

Evidence, Measures, and Standards

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

Teachers administer both formal and informal assessments (ex: exit slips, thumbs up, showdown) to gauge student learning

Primary grades use Fountas and Pinnell to determine student reading level and evaluate comprehension skills

World language department continues to work on developing integrative performance tasks

NWEA and other assessments inform small group placement and instruction (walking reading/math)

All teachers send home grading scales/categories at beginning of year

Grades are reflective of academic achievement

Most teachers are beginning to utilize assessments that reflect major shifts in math and literacy

Parents are encouraged to utilize Parent Portal to check their child's progress

Need to share rubrics for assessment to ensure students are aware of goals and learning targets

Students need more opportunities for self assessment and peer assessment

Need to ensure that grades for diverse learners reflect attainment of IEP goals

Teachers need to continue to modify assessments for diverse learners and ELL students

Teachers need to provide feedback to students on their learning, enabling them to improve their performance

Teachers need to use a variety of assessment methods in order to assess a range of skills and get more reliable and balanced results

Teachers need to design and implement pre/post assessments to guide their instruction

5 Essentials:

-Ambitious Instruction: 60%

+English Instruction: 33%

+Math Instruction: 55%

+Academic Press: 74%

+Quality of Student Discussion: 78%

REACH:

1C: 4.35% Basic, 47.83% Proficient, 47.83% Distinguished

1E: 13.04% Basic, 52.17% Proficient, 34.78% Distinguished

3D: 11.86% Basic, 61.02% Proficient, 27.12% Distinguished

4A: 8.89% Basic, 37.78% Proficient, 53.33% Distinguished

CPS Performance Standards for School Leaders:

-B1: Proficient

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

Teachers have a strong focus on questioning students in the classroom
 Students complete reflection sheets in classrooms after group work or completing a major assignment
 Authentic student work displayed in classrooms and on bulletin boards regularly
 The bulletin board for SOAR celebrates the students of the month.
 RIT lesson plans focus on moving students to the next RIT Band on NWEA
 End of Year Awards Assembly celebrates various student achievements.
 Monthly Contest to celebrate homerooms with perfect attendance
 Quarterly Incentives offered to students
 Teachers have been trained on strategies that promote positive school culture and high expectations in the classroom.
 NWEA scores and goals are shared with students and parents
 Teachers encouraged to send positive emails to parents regularly
 Teachers begin meetings and conferences with positives about the student(s)
 All grades implement Second Step Program
 All primary classrooms have assigned student jobs that rotate regularly
 Teachers submit monthly MTSS/progress reports
 Students compete in many contests including spelling bee, oratory, Science Fair., Decathlon, Geography Bee etc.
 Advisory time designated to educate and encourage students organization, personal goal setting, provide information about high school, etc.
 All teachers encouraged and trained to create authentic student-driven assessments
 LaSalle II gear promotes school pride
 Annual Healthy Family Fest held to educate and encourage healthy lifestyles
 After school clubs include Science Olympiad, You be the Chemist
 Classroom field trips enhance core curriculum
 Need to set and display clear school-wide expectations. SOAR is present, but needs work
 Teachers should continue to work on positive and constructive feedback for student responses to classroom questioning/higher order thinking
 Strategies implemented to ensure student accountability in cooperative groups.
 Specific and critical feedback provided on major assignments/assessments to aid student learning.
 The school need to encourage a growth mindset rather than a fixed mindset
 Looks like Oratory and Spelling Bee were covered here. Ok, here is something - it seems like many of the same kids compete in all these contests - oratory, spelling bee, geography bee, etc. It is not those kids that worry, me. I am more concerned with the kids who don't participate out of lack of confidence, motivations, parental support. At the beginning of the year teachers should know what contests will take place and make it an aspirational goal to have each kid participate in something - and be recognized for it. Perhaps the class with the greatest diversity of participation gets recognized. Just a thought.

5 Essentials:

- Collaborative Teachers: 73%
- +Collaborative Practices: 97%
- +Collective Responsibility: 56%
- +Quality PD: 74%
- +School Commitment: 74%
- +Teacher-Teacher Trust: 64%

- Supportive Environment: 37%
- +Peer Support for Academic Work: 49%
- +Academic Personalism: 27%
- +Safety: 54%
- +Student-Teacher Trust: 18%

- Ambitious Instruction: 60%
- +English Instruction: 33%
- +Math Instruction: 55%
- +Academic Press: 74%
- +Quality of Student Discussion: 78%

REACH:

-2B: 12% Basic, 44% Proficient, 44% Distinguished

CPS Performance Standards for School Leaders:

-C1: Proficient

Guide for Culture for Learning

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

student.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
Evidence	✓ 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	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 **3** 4

Teachers, counselor, and administrators check in and out with individual students
 Counselor hosts lunch bunches for small groups in 1-6 to build trust and develop social skills
 Counselor hosts new student lunch bunches in September to foster familiarity and trust
 4th grade students are paired up with Kindergarten students as reading buddies to promote vertical peer relationships
 Other grade levels also partner with swap activities
 SOAR board is prominently displayed and SOAR values are posted in many classrooms
 Monthly restaurant days, Do Division and walking field trips allow students and families to connect with and learn about the community surrounding our school
 Kindergarten hosts parent presentations during community helper units
 Career Day and Workshop Day in Middle School allows students to interact with adults outside of the school staff in a variety of fields of work
 Bilingual Advisory Committee (BAC) supports diverse family populations within the school
 Staff complete peer observations monthly and provide feedback when appropriate
 Feedback among staff is given in constructive rather than critical manner
 Teachers collective willingness to extend responsibilities beyond job description as indicated by staff coming in early, staying late, helping colleagues with tasks, covering classrooms when needed, etc.
 Culture of support and respect present in the school from administration all the way down
 Teachers are regularly out in hall to greet all classes
 Grade level meetings are productive, positive, and encompass an atmosphere of sharing
 Teachers regularly get to know students on an appropriate personal level (home life, social emotional problems)
 All staff says hi to all students and parents in hall and act kindly
 7 teachers currently taking diversity class (ELL)
 Staff participated in ice bucket challenge with students
 Last day of the year hosts a field day to promote togetherness and bonding
 Grade collaboration exists for support of younger students from older students
 My Voice My School
 -teacher to teacher trust 72%
 -teacher to parent trust 69%
 -teacher to principal trust 78%
 My Voice My School student to teacher trust 30%
 Sped parents could use more engagement and training, classes, etc

5 Essentials:

-Collaborative Teachers: 73%
 +Collaborative Practices: 97%
 +Collective Responsibility: 56%
 +Quality PD: 74%
 +School Commitment: 74%
 +Teacher-Teacher Trust: 64%

-Supportive Environment: 37%
 +Peer Support for Academic Work: 49%
 +Academic Personalism: 27%
 +Safety: 54%
 +Student-Teacher Trust: 18%

REACH:

1B: 15.22% Basic, 36.96% Proficient, 47.83% Distinguished
 2A: 2.53% Basic, 46.84% Proficient, 50.63% Distinguished

CPS Performance Standards for School Leaders:

-D2: Proficient
 -E1: Proficient

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**

- Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Students have the opportunity to participate in a variety of extracurricular activities including, but not limited to, choir/band, basketball, Battle of the Books, Science Olympiad, Girls on the Run, spelling bee, oratory contest

LS2 has an active student council where students participate in projects that help the local community (ex: food drives, fund raisers)

Student work and projects displayed on hall bulletin boards

Students provided choices for assignments and activities including book reports and projects

Algebra for High School Credit offered to qualifying students

All students receive world language instruction

My School, My Voice survey (Include results)

Students participate in classroom town hall meetings to discuss issues of concern/celebration

Programs such as the student exchange program and Model U.N. links students to the global community

Students participate in activities that extend to the global community (ex: pen pal letters, letters to the military, candy for the troops)

Need to work toward student initiated projects and ownership over programs

Need to increase/streamline communication about programs/events

More varied staff involvement

Need more service learning opportunities with a World Language focus

Need more academic extra curricular activities before or after school

How is space dedicated for students to engage in authentic inquiry?

5 Essentials:

-Supportive Environment: 37%

+Peer Support for Academic Work: 49%

+Academic Personalism: 27%

+Safety: 54%

+Student-Teacher Trust: 18%

REACH:

1B: 15.22% Basic, 36.96% Proficient, 47.83% Distinguished

2A: 2.53% Basic, 46.84% Proficient, 50.63% Distinguished

3C: 15.66% Basic, 43.37% Proficient, 40.96% Distinguished

CPS Performance Standards for School Leaders:

-D3: Proficient

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests,**

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

School has an active anti-bullying policy and addresses individual issues as they arise
 Clear, defined classroom routines result in minimal disruptions in class
 New regular security posts throughout building ensure better student monitoring
 Security enforces sign in/out for parents/visitors to school
 Teacher/parent meetings during the day posted on security calendar
 Second Step program utilized school-wide emphasizes positive behaviors and restorative approaches to student behavior
 Teachers model and enforce expected behaviors
 Most teachers and support staff actively supervise students outside of classroom environment (hallways, etc.)
 Staff, students, parents feel safe (See % on school survey - 51%?)
 Need to develop and consistently implement a schoolwide plan for transitions to language, lunch, washrooms, etc.
 Review procedures for safety drills with all staff
 Need to increase use of positive reinforcement i.e. (PBIS - lasalle bucks MS, SOAR, etc.) to improve student behavior
 Primary grades have restroom monitors, but need to be enforced more
 Use dismissal cards for K-3 on playground
 What are the out of classroom expectations (i.e. lunchroom, hallway, bathroom, transitions)? how can families reinforce at home?
 How can families reinforce second step at home?

Sped parents could use more engagement and training, classes, etc

5 Essentials:

-Supportive Environment: 37%
 +Peer Support for Academic Work: 49%
 +Academic Personalism: 27%
 +Safety: 54%
 +Student-Teacher Trust: 18%

REACH:

2A: 2.53% Basic, 46.84% Proficient, 50.63% Distinguished
 2C: 3.90% Basic, 49.35% Proficient, 46.75% Distinguished
 2D: 6.85% Basic, 64.38% Proficient. 28.77% Distinguished

CPS Performance Standards for School Leaders:

-A4: Proficient

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score
1 2 3 4

Exemplary Certification for SEL

School has programs in place (lunch bunches, lasalle bucks/mybank, SOAR) that promote community and positive behavior
 Teachers use of class dojo in primary grades supports frequent/timely communication with families
 SOAR (Safety, Ownership, Achievement, Respect) board and student of the month promote positive behavior
 SOAR expectations are posted in most classrooms
 The Second Step program is used in all grades to help teach and reinforce positive social/emotional skills
 Counselor partners with administration to promote restorative conversations in disciplinary processes
 Teachers attended professional development on restorative justice practices
 Restorative conversations between students and teacher are being used more
 Continue to utilize parent conferences to help build community
 Teacher websites and Falcon Flier are used to communicate assignments and expectations
 Teachers incorporate Highly Effective Training (i.e.lifelong guidelines) into their daily classroom instruction
 Some teachers use PEP (personal evaluation plan) as a tool for student self-assessment of behavior
 Need to:
 -Increase positive calls to parents
 -Offer different incentives based on students' needs
 -Involve parent/student in behavioral plans
 -track behavioral data (i.e. track # of office visits, security calls, class disruptions) in order to make effective behavioral decisions
 -Implement a more effective In School Suspension plan

5 Essentials:

-Supportive Environment: 37%
 +Peer Support for Academic Work: 49%
 +Academic Personalism: 27%
 +Safety: 54%
 +Student-Teacher Trust: 18%

REACH:
 2A: 2.53% Basic, 46.84% Proficient, 50.63% Distinguished
 2D: 6.85% Basic, 64.38% Proficient. 28.77% Distinguished

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.

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

Evidence, Measures, and Standards

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

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

Room parents support learning environment in primary grades - weekly emails to parent google group on classroom events and needs

Administration conducts outreach support in the form of home visits

School utilizes network resources to help improve poor student attendance

Middle School homework calendar for all subjects is easily accessible online

Middle School math and science textbooks are online for home use

Staff abide by 48 hour policy to returning parent communications

School events such as spring thaw, restaurant nights, parent coffees, Bring Your Own Coffee (BYOC), PTO and LSC meeting and many more are utilized to engage parents

Kindergarten parents host reading sessions with students

Community Gardening project on school grounds, run by parents, participants from all grade level classrooms

Dental presentations made yearly in primary grades

Report Card pickup and Gradebook accommodate parents who speak languages other than English

5 and 10 day absence notices are sent to homes

LaSalle II website and teacher classroom pages are regularly updated for families to locate timely and relevant information

School has parent Google group to share information

Bilingual Advisory Committee meets to support English Language Learner families

World Culture Heritage Festival held annually

School hosts open houses and Back to School night

Parents regularly volunteer in classrooms and at school events

Falcon Flyer is filled with timely info and emailed every other week

Need to send more positive emails and notes home rather than notifications of poor discipline

Need to provide parents with more information on how to support at home learning (how can parents reinforce what's happening at school?)

Increase parent involvement, specifically, need more effective strategy to get new parents involved

Parent workshops can be made available to diverse learners, bilingual families, low income families, and other types of minority groups

When a teacher observes an academic problem (low test scores, poor classroom performance, poor homework ethic) parents would expect timely and instructive communication from the teacher; the report card or progress report is not timely notification of a problem.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	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: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐

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

1 2 3 4 5

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

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
National School Growth Percentile - Reading				
Our goal is to maintain current metrics.	92.00	99.00	99.00	99.00
National School Growth Percentile - Math				
Our goal is to maintain current metrics.	67.00	95.00	95.00	95.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Our goal is to improve in order increase metric and maximize SQRP points.	54.10	(Blank)	70.00	70.00
African-American Growth Percentile - Reading				
Our goal is to maintain current metrics.	75.00	93.00	93.00	93.00
Hispanic Growth Percentile - Reading				
Our goal is to maintain current metrics.	91.00	98.00	98.00	98.00
English Learner Growth Percentile - Reading				
We have set a goal for ELL students this year since we anticipate having enough students in this subgroup.	(Blank)	(Blank)	70.00	70.00
Diverse Learner Growth Percentile - Reading				
Our goal is to maintain current metrics.	2.00	93.00	93.00	93.00
African-American Growth Percentile - Math				
Our goal is to maintain current metrics.	27.00	87.00	87.00	87.00
Hispanic Growth Percentile - Math				
Our goal is to improve in order increase metric and maximize SQRP points.	61.00	86.00	90.00	90.00
English Learner Growth Percentile - Math				
We have set a goal for ELL students this year since we anticipate having enough students in this subgroup.	(Blank)	(Blank)	70.00	70.00
Diverse Learner Growth Percentile - Math				
Our goal is to improve in order increase metric and maximize SQRP points.	20.00	10.00	70.00	70.00
National School Attainment Percentile - Reading (Grades 3-8)				
Our goal is to maintain current metrics.	91.00	98.00	98.00	98.00

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

Our goal is to maintain current metrics.	88.00	97.00	97.00	97.00
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National School Attainment Percentile - Reading (Grade 2)

Our goal is to maintain current metrics.	97.00	99.00	99.00	99.00
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National School Attainment Percentile - Math (Grade 2)

Our goal is to maintain current metrics.	85.00	97.00	97.00	97.00
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% of Students Making Sufficient Annual Progress on ACCESS

Our goal is to improve in order increase metric and maximize SQRP points.	40.00	34.60	55.00	55.00
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Average Daily Attendance Rate

Our goal is to improve in order increase metric and maximize SQRP points.	95.80	95.30	96.00	96.00
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My Voice, My School 5 Essentials Survey

Our goal for this area is to be labeled as "very organized".	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If we establish, implement and sustain policies and procedures for effective MTSS

improved academic and social-emotional supports for all students

higher academic achievement outcomes for students as evidenced by maintaining at least the 90th percentile on the national growth percentile for reading and math and at least 90% of teachers performing at the Proficient or Distinguished level in the 3E: Demonstrating Flexibility and Responsiveness component of the REACH framework for teaching

Tags:

MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Attendance, Intervention, Data Use

Area(s) of focus:

2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Provide quarterly Professional Development training for teachers to help them understand and identify the various tiers within MTSS and the appropriate interventions for each tier.

ILT and MTSS Team

Aug 29, 2016 to Jun 29, 2018

Agenda from PD sessions

On-Track

MTSS, Core Instruction, Intervention

On a quarterly basis, work with teachers to monitor attendance and use of data to ensure the rigor of core instruction	ILT team and MTSS team	Aug 29, 2016 to Jun 29, 2018	Meeting minutes	On-Track
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Assessment, Attendance, Intervention, Data Use

Work with teachers in weekly grade level meetings to implement instructional strategies, interventions, and authentic, on-going assessment aligned to the common core for identified students in Literacy/ Reading and Math	ILT team and MTSS team	Aug 29, 2016 to Jun 29, 2018	Meeting minutes; evidence in classroom observations	On-Track
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Literacy/Reading, Math

Develop MTSS team that will meet monthly to establish and implement MTSS guidelines and procedures. Team will analyze data monthly to determine progress of targeted students.	ILT team, MTSS team and staff	Aug 29, 2016 to Jun 29, 2018	Team meeting agenda and minutes	On-Track
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Strategy 2

If we do...

...then we see...

...which leads to...

If we establish, implement and sustain an effective Instructional Leadership Team	more coordinated and strategic school improvement processes	improved teaching and learning as evidenced by at least 90% of teachers performing at the Proficient or Distinguished level on Domain 3: Instruction in the REACH framework for teaching and by maintaining at least the 90th percentile on the national growth percentile for reading and math.
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Tags:
Core Instruction, Data Use, Teacher Teams/Collaboration

Area(s) of focus:
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Communicate vision and goals of ILT to all staff through sharing minutes after each meeting	ILT	Aug 29, 2016 to Jun 29, 2018	Updated google doc with meeting minutes	Behind

Core Instruction, Teacher Teams/Collaboration, ILT

By end of 1st Quarter SY16-17, establish protocols for ongoing school-wide input into ILT decision making to ensure equity of teacher voice.	ILT	Aug 29, 2016 to Nov 9, 2016	ILT meeting minutes; grade level meeting minutes; protocols	Behind
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Teacher Teams/Collaboration, ILT

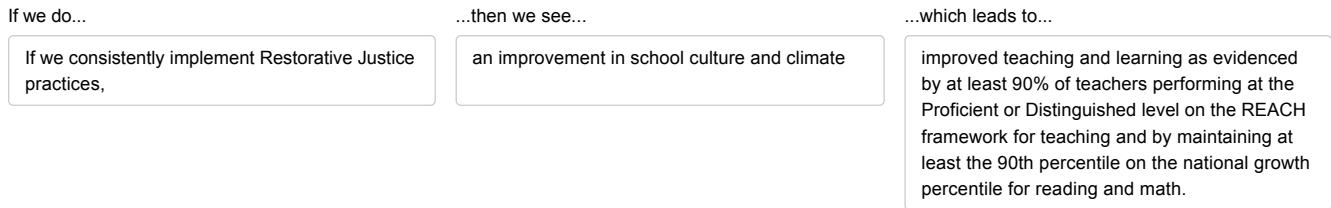
On a monthly basis, utilize established protocols for ongoing school-wide input into ILT decision making to ensure equity of teacher voice.	ILT; Teacher Teams	Nov 9, 2016 to Jun 29, 2018	ILT meeting minutes; grade level meeting minutes; protocols	Behind
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Teacher Teams/Collaboration, ILT

On a quarterly basis, examine school data such as attendance, grades, and test scores in order to monitor progress towards goals of the CIWP and make adjustments as needed.	ILT Teacher Teams	Aug 29, 2016 to Jun 29, 2018	ILT meeting minutes; CIWP	Behind
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Teacher Teams/Collaboration

Strategy 3



Tags:
Professional Learning, Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, Restorative approaches

Area(s) of focus:
4

Action step	Responsible	Timeframe	Evidence for status	Status
On a monthly basis, utilize an ongoing system for tracking student behaviors to drive decision making in Social Emotional Learning and improve the climate and culture of the school.	PBIS Team	Aug 29, 2016 to Jun 29, 2018	Tracking system	Postponed

Intervention, Climate and Culture, SEL, Data Use

On a monthly basis, consistently implement school-wide expectations for student behavior monitored by the PBIS team	All Staff	Aug 29, 2016 to Jun 29, 2018	Data from tracking system; observations	On-Track
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Behavior and Safety, Climate and Culture

On a monthly basis, communicate school-wide behavior-expectations to all stakeholders including parents, staff, and students.	Administration PBIS Team	Aug 29, 2016 to Jun 29, 2018	School newsletter	On-Track
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Behavior and Safety, Climate and Culture, Family and Community Engagement

By end of September 2016, establish PBIS team in order to create systems and expectations for improved school culture and climate.	Administration ILT	Aug 29, 2016 to Jul 27, 2018	PBIS Team	Completed
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Strategy 4

If we do...

If we establish and maintain high learning expectations through rigorous student tasks

...then we see...

increased depth of knowledge and increased student engagement

...which leads to...

students who are well-prepared for high school, college, and career as evidenced by maintaining at least the 90th percentile on the national growth percentile for reading and math and evidenced by at least 90% of teachers performing at the Proficient level on the REACH framework for teaching in 3B: Using Questioning and Discussion Techniques.

Tags:

Core Instruction, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, Teacher Teams/Collaboration

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

By end of 1st semester create and ongoing school wide system that monitors the level of application and consistency of rigorous instruction in the classroom.

ILT

Aug 29, 2016 to Jan 27, 2017

Tracking system

On-Track

Core Instruction, Instructional Coaching, Teacher Teams/Collaboration

Use weekly grade level meetings to provide teachers with professional learning opportunities in order to ensure rigorous instruction in each classroom and improve student academic outcomes.

Teachers
ILT

Aug 29, 2016 to Jun 29, 2018

Meeting minutes; classroom observations; academic data outcomes

On-Track

Core Instruction, Professional Learning

On a quarterly basis, examine classroom observation data to ensure teachers implement differentiated tasks and assessments that push every student forward allowing for college access and career readiness.

Teachers
Administration

Aug 29, 2016 to Jun 29, 2018

Academic data outcomes

On-Track

Assessment, Curriculum Design, College Access and Persistence, Data Use

On a monthly basis, utilize the school wide system that monitors the level of application and consistency of rigorous instruction in the classroom.

Teachers
ILT
Administration

Aug 29, 2016 to Jun 29, 2018

Tracking system

On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
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<p>✦ Provide quarterly Professional Development training for teachers to help them understand and identify the various tiers within MTSS and the appropriate interventions for each tier. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Attendance, Intervention, Data Use, MTSS, Core Instruction, Intervention</p>	ILT and MTSS Team	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ On a quarterly basis, work with teachers to monitor attendance and use of data to ensure the rigor of core instruction Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Attendance, Intervention, Data Use, Assessment, Attendance, Intervention, Data Use</p>	ILT team and MTSS team	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ Work with teachers in weekly grade level meetings to implement instructional strategies, interventions, and authentic, on-going assessment aligned to the common core for identified students in Literacy/ Reading and Math Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Attendance, Intervention, Data Use, Literacy/Reading, Math</p>	ILT team and MTSS team	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ Develop MTSS team that will meet monthly to establish and implement MTSS guidelines and procedures. Team will analyze data monthly to determine progress of targeted students. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Attendance, Intervention, Data Use</p>	ILT team, MTSS team and staff	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ Communicate vision and goals of ILT to all staff through sharing minutes after each meeting Tags: Core Instruction, Data Use, Teacher Teams/Collaboration, Core Instruction, Teacher Teams/Collaboration, ILT</p>	ILT	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ By end of 1st Quarter SY16-17, establish protocols for ongoing school-wide input into ILT decision making to ensure equity of teacher voice. Tags: Core Instruction, Data Use, Teacher Teams/Collaboration, Teacher Teams/Collaboration, ILT</p>	ILT	Aug 29, 2016	Nov 9, 2016	Behind
<p>✦ On a monthly basis, utilize established protocols for ongoing school-wide input into ILT decision making to ensure equity of teacher voice. Tags: Core Instruction, Data Use, Teacher Teams/Collaboration, Teacher Teams/Collaboration, ILT</p>	ILT; Teacher Teams	Nov 9, 2016	Jun 29, 2018	Behind
<p>✦ On a quarterly basis, examine school data such as attendance, grades, and test scores in order to monitor progress towards goals of the CIWP and make adjustments as needed. Tags: Core Instruction, Data Use, Teacher Teams/Collaboration, Teacher Teams/Collaboration</p>	ILT Teacher Teams	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ On a monthly basis, utilize an ongoing system for tracking student behaviors to drive decision making in Social Emotional Learning and improve the climate and culture of the school. Tags: Professional Learning, Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, Restorative approaches, Intervention, Climate and Culture, SEL, Data Use</p>	PBIS Team	Aug 29, 2016	Jun 29, 2018	Postponed
<p>✦ On a monthly basis, consistently implement school-wide expectations for student behavior monitored by the PBIS team Tags: Professional Learning, Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, Restorative approaches, Behavior and Safety, Climate and Culture</p>	All Staff	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ On a monthly basis, communicate school-wide behavior-expectations to all stakeholders including parents, staff, and students. Tags: Professional Learning, Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, Restorative approaches, Behavior and Safety, Climate and Culture, Family and Community Engagement</p>	Administration PBIS Team	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ By end of September 2016, establish PBIS team in order to create systems and expectations for improved school culture and climate. Tags: Professional Learning, Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, Restorative approaches</p>	Administration ILT	Aug 29, 2016	Jul 27, 2018	Completed
<p>✦ By end of 1st semester create an ongoing school wide system that monitors the level of application and consistency of rigorous instruction in the classroom. Tags: Core Instruction, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, Teacher Teams/Collaboration, Core Instruction, Instructional Coaching, Teacher Teams/Collaboration</p>	ILT	Aug 29, 2016	Jan 27, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Use weekly grade level meetings to provide teachers with professional learning opportunities in order to ensure rigorous instruction in each classroom and improve student academic outcomes.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, Teacher Teams/Collaboration, Core Instruction, Professional Learning</p>	Teachers ILT	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ On a quarterly basis, examine classroom observation data to ensure teachers implement differentiated tasks and assessments that push every student forward allowing for college access and career readiness.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, Teacher Teams/Collaboration, Assessment, Curriculum Design, College Access and Persistence, Data Use</p>	Teachers Administration	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ On a monthly basis, utilize the school wide system that monitors the level of application and consistency of rigorous instruction in the classroom.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, Teacher Teams/Collaboration</p>	Teachers ILT Administration	Aug 29, 2016	Jun 29, 2018	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

School does not receive Title I funding

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

School does not receive Title I funding

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.

School does not receive Title I funding

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.

School does not receive Title I funding

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.

School does not receive Title I funding

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.

School does not receive Title I funding

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.

School does not receive Title I funding

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.

School does not receive Title I funding

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.

School does not receive Title I funding

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.

School does not receive Title I funding

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.

School does not receive Title I funding

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)

School does not receive Title I funding

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.)

School does not receive Title I funding

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.

School does not receive Title I funding

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

School does not receive Title I funding

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

School does not receive Title I funding

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.

School does not receive Title I funding

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

School does not receive Title I funding

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

School does not receive Title I funding

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).

School does not receive Title I funding

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.

School does not receive Title I funding

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00

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