



2016-2018 plan summary

Team

Name	Role	Email	Access
Michael Beyer	Principal	msbeyer@cps.edu	Has access
Heather Worley	IB DP Coordinator 11th-12th grade	hnworley@cps.edu	Has access
Annamarie Thomas	IB MYP Coordinator 6th-10th grade	atthomas9@cps.edu	Has access
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Cara Kranz	Head of East Campus	ckranz@cps.edu	Has access

Team meetings

Date	Participants	Topic
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02/16/2016	Michael Beyer, Heather Worley, Annmarie Thomas, Taneal Sanders	Aligning the CIWP to IB
03/13/2016	Tracy Shine, David R. Ramos, Jennifer Coufal, Brian Grauer, Teacher representative bmgrauer@cps.edu Christian Ficara, Christopher Hennessy, Fern Fox McCain, Howard Speizer, Gierke, Matthew Baker, Thea Kachoris, Veronica Martinez, Michael Beyer	SEF Survey
03/01/2016	Michael Beyer, Erica Kittle, Karen Valentine, Danny De Los Reyes, PJ Karafiol, Annmarie Thomas, Heather Worley, Dan Stone, Neha Thakkar, Ayesha Sumbal	Joint Committee discussed equity audit and IB Action plans
03/11/2016	Michael Beyer, PJ Karafiol, Erica Kittle, Rebecca Wells	Survey results and next steps to form parent committees
03/21/2016	Mackenzi Janes, Sonja Berg, Koen Powell, Chloe Acosta, Lara Villano, R'riyon Draine, Rustin Sohanaki, Zachary Dortzback, Michael Beyer, Erica Kittle	Strategies from student perspectives, and what action steps might be necessary
03/21/2016	Tracy Shine, David R. Ramos, Jennifer Coufal, Brian Grauer, Teacher representative bmgrauer@cps.edu Christian Ficara, Christopher Hennessy, Fern Fox McCain, Howard Speizer, Gierke, Matthew Baker, Thea Kachoris, Veronica Martinez, Michael Beyer	Shared strategies with LSC and guests
04/05/2016	Heather Worley, Annmarie Thomas, Daniel Stone, Brendan Vaughan, Erica Kittle, PJ Karafiol, Michael Beyer, Neha Thakkar	Create Action Steps
04/06/2016	Tracy Shine, Jennifer Coufal, Miranda Semb, Angie Verros, Krista LaFrenz, Laura Dominguez, Lisa Ahmed, Jennifer Yak, Michael Beyer	Discuss and gather feedback on action steps
04/07/2016	Mackenzie Janes, Sonja Berg, Rustin Sohanaki, R'riyon Draine, Zachary Dortzback, Lara Villano, Michael Beyer	Discuss and gather feedback on action steps
04/13/2016	Angela Pfammatter, Betsy Tomas, Lynn Brahin, Lori Smedley, Thea Kachoris-Flores, Cira Conley, Christopher Hennessy, Misha Asarpota, Fern Fox McCain, Rebecca Wells, Michael Beyer	Discuss and gather feedback on action steps
04/08/2016	All faculty at both campuses	Discuss action steps and gather feedback
04/27/2016	Lynn Pavalon, Kapil Mohan, Henry Palacci, Furhan Sayeed, Antonio Biferio, Mike Konstorum, Paul Jensen, Angie Verros	Discuss strategies and action steps, gather feedback
05/23/2016	Herald "Chip" Johnson, Brian Zehr, Adrian DeLeon, Elizabeth Griffith, Michael Beyer	CIWP Review
09/02/2016	Heather Worley, Annmarie Thomas, Annamaria Cabral, Travis Elfers, Anil Menon, Dan Stone, Alan Allmen, Kris Hipchen, Ozni Torres, John McGinnis, Monica Garcia-Sierra, Ana Postelnicu, Sara Eisenbaum, Sean Madigan	IB Diploma Programme BOY Faculty Meeting
09/02/2016	Heather Worley, Annmarie Thomas, Alan Allmen, Sara Eisenbaum, Michael Ng, Rob Andujar, Kris Hipchen, Sean Madigan, Travis Elfers, Dan Stone	Criterion Based Grading Team BOY Meeting
09/21/2016	Heather Worley, Annmarie Thomas, Stephanie Newmark, Jeffrey Wagner, John McGinnis, Annamaria Castelluci-Cabral, Matthew Baker, Amalia Lopez, Lauren Mott, Daniel Stone, Michael Beyer	PPLC Meeting- Discuss vertical and horizontal alignment and planning structures.

09/27/2016	All West Faculty	Department Meetings- Teachers evaluate IB Objectives alignment in the context of their own teaching.
09/06/2016	All East Faculty	Quarter 1- Weekly Grade Level Team Collaborative Planning Meetings
11/03/2016	All East Faculty	Quarter 2- Weekly Grade Level Team Collaborative Planning Meetings
10/31/2016	All East Faculty	Optional Weekly Inquiry Math Professional Development Series
02/06/2017	All East Faculty	Quarter 3- Weekly Grade Level Team Collaborative Planning Meetings
03/06/2017	All East Faculty	Optional Weekly Inquiry Science Professional Development Series
11/29/2016	Heather Worley, Annmarie Thomas, Annamaria Cabral, Travis Elfers, Anil Menon, Dan Stone, Alan Allmen, Kris Hipchen, Ozni Torres, John McGinnis, Monica Garcia-Sierra, Ana Postelnicu, Sara Eisenbaum, Sean Madigan	IB Diploma Programme Faculty Meeting
12/20/2016	Heather Worley, Annmarie Thomas, Annamaria Cabral, Travis Elfers, Anil Menon, Dan Stone, Alan Allmen, Kris Hipchen, Ozni Torres, John McGinnis, Monica Garcia-Sierra, Ana Postelnicu, Sara Eisenbaum, Sean Madigan	IB Diploma Programme Faculty Meeting
03/14/2017	Heather Worley, Annamaria Cabral, Travis Elfers, Anil Menon, Dan Stone, Alan Allmen, Kris Hipchen, Ozni Torres, John McGinnis, Monica Garcia-Sierra, Ana Postelnicu, Sara Eisenbaum, Sean Madigan	IB Diploma Programme Faculty Meeting
10/06/2016	Heather Worley, Alan Allmen, Sara Eisenbaum, Michael Ng, Rob Andujar, Kris Hipchen, Sean Madigan, Travis Elfers, Dan Stone	Criterion Based Grading Team Meeting
12/13/2016	Heather Worley, Alan Allmen, Sara Eisenbaum, Michael Ng, Rob Andujar, Kris Hipchen, Sean Madigan, Travis Elfers, Dan Stone, Stacie Chana, Vesna Kordic	Criterion Based Grading Team Meeting
01/17/2017	Heather Worley, Alan Allmen, Sara Eisenbaum, Michael Ng, Monica Garcia-Sierra, Rob Andujar, Kris Hipchen, Sean Madigan, Travis Elfers, Dan Stone, Stacie Chana, Vesna Kordic	Criterion Based Grading Team MOY Meeting
02/07/2017	Heather Worley, Alan Allmen, Sara Eisenbaum, Michael Ng, Monica Garcia-Sierra, Rob Andujar, Kris Hipchen, Sean Madigan, Travis Elfers, Dan Stone, Vesna Kordic	Criterion Based Grading Team Gradebook Workshop

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

Faculty self-assessment score: 3.4

Although the school has encountered some obstacles regarding consistent leadership, the IB philosophy, expectations, and frameworks have enabled a consistent vision and set of beliefs to remain consistent. This year, our CIWP was developed starting with the IB goal of creating transdisciplinary, inquiry-and-project based learning opportunities, instead of in prior years starting with individual subjects such as reading and math. This has allowed us to focus entirely on how we can develop our vision of becoming a true IB school.

With the development of our CIWP based on an IB philosophy and structure, all community presentations and materials will be aligned to IB, starting with our CIWP strategies.

5Essentials East

Effective Leadership: Weak, 27

Collaborative Teachers: Weak, 25

Program Coherence: Weak, 29

5Essentials East

Effective Leadership: Neutral, 53

Collaborative Teachers: Strong, 63

Program Coherence: Strong, 73

CPS Framework for Teaching:

4a Reflecting on Teaching & Learning:

Basic 6%

Proficient 76%

Distinguished 17%

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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

1 2 3 4

Faculty self-assessment score: 3.5
Principal adjusted score: 2

The ILT (PPLC) has identified a problem of practice at the east campus (k-5) and west campus (6th -12th) in order to further enhance the learning experiences that are taking place. Accountable talk strategies have been implemented by grade-level and department leads. We are in the first year of our west campus initiative that requires all content areas to utilize accountable talk measures in their classes every week. All department teams lead PD on accountable talk best practices during staff PD for their peers. The department chair is overseeing the monitoring and progress is discussed during department meetings.

5Essentials East
Instructional Leadership: Weak, 29

5Essentials West
Instructional Leadership: Neutral, 53

ILT Effectiveness Rubric East: Partially Effective, 18
ILT Effectiveness Rubric West: Effective, 24

CPS Framework for Teaching:
4a Reflecting on Teaching & Learning:
Basic 6%
Proficient 76%
Distinguished 17%

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:

Score

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

1 2 **3** 4

Faculty self-assessment score: 2.7

With approximately 30% of teachers with less than 3 years teaching experience, and five principals in three years (counting interim principals), there has been an inconsistent focus on professional learning. With a new principal this year the main focus has been and will be on improving teacher effectiveness.

The ILT (PPLC) meets biweekly to discuss strategies around instructional delivery. Our current work with lead teachers is centered on building their leadership capacity in order to lead their prospective teams. PPLC leads have also engaged in the implementation of accountable talk through their training provided during the PPLC meetings by the administrative team.

Teacher leads have also been provided with additional preparation periods in which a member of the administration team guides and trains them in the implementation of varying instructional strategies. Lead teachers are responsible for presenting to their colleagues during grade level/ department meetings to discuss their practice.

IB optional professional development opportunities have been also been provided to teachers in order to support teachers in their implementation of the IB framework.

5Essentials East Collaborative Teachers: Weak, 25
 5Essentials West Collaborative Teachers: Strong, 63

CPS Framework for Teaching:
 4a Reflecting on Teaching & Learning:
 Basic 6%
 Proficient 76%
 Distinguished 17%

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	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	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

Faculty self-assessment score: 3.14
Principal adjusted score: 2

This past year was the first ever that Ogden has common planning time K-12. In K-5 teachers met in grade levels, and 6-12 as departments. Our budget was almost entirely allocated, about 95%, towards teacher positions. Support staff was cut, where possible, to maintain our instructional program coherence. Funds were saved to ensure future budget cuts would be less impactful.

5Essentials East:
Collaborative Teachers: Weak, 25
Effective Leaders: Weak, 27

5Essentials West:
Collaborative Teachers: Strong, 63
Effective Leaders: Neutral, 53

CPS Framework for Teaching:
4a Reflecting on Teaching & Learning:
Basic 6%
Proficient 76%
Distinguished 17%

Quotes from teachers:

"There are wide inconsistencies here. Some departments and teachers seem to have aligned resources and schedules, while others do not. Still an improvement over past years."

"There are students who require intensive social/emotional support. It's difficult to do this when the counselor is also a case manager."

"It does seem that resources are strategically used and aligned towards student achievement and development of teacher practices.
Budgeting to maximize teacher retention is a plus!"

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<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"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

Faculty self-assessment score: 2.8

Principal adjusted score: 2

There are many pieces and plans in place at Ogden, but not all of it has been implemented with fidelity, and certainly not in an

aligned and focused manner from K-12th grade.

The math and ELA sequence at Ogden is designed to prepare students for the IB diploma program level coursework. All courses are aligned to CCSS and IB framework. The math and English curriculums have a staircase of complexity to ensure that students are college and career ready.

Curriculum is designed through department/grade level teams. Departments/grade level teams collaborated to identify power standards in the CCSS and CCRS in order to construct a scope and sequence of topics and courses accordingly. The course continuum was designed with the goal of preparing and providing access for IB Diploma Programme courses in the junior and senior years. Primary Years Programme teachers design curriculum by backwards planning inquiry based unit plans. Middle Years Programme and Diploma Programme teachers design curriculum to meet all IB diploma criteria.

Curriculum is assessed through department meetings and grade level teams. PYP and MYP teachers create summative assessments in their IB unit plans. These summative assessments assess the learning objectives and standards set forth in the IB unit plans. During grade level and department meetings, teacher team's examine student tasks to identify students in need of intervention and/or enrichment opportunity. PYP and MYP teachers also assess student progress in individual courses by examining NWEA, PARCC and ACT scores. The Diploma Programme teachers analyze student cumulative course content mastery through IB-created summative assessments.

IB unit plans are evaluated by the IB coordinators in order to provide feedback to teachers. Unit plans are submitted every 6-8 weeks to the IB coordinators on Managebac. Immediately there after, the IB coordinator provides written feedback to teachers on their unit plans. Teachers are also invited to meet face to face with IB coordinators and the administrative team in order to provide feedback on the IB units.

The CCSS and IB framework drive all levels of instruction throughout the IB continuum. Each department and grade level has laid out the concepts the CCSS that align to every grade level and for every course. This has allowed teachers throughout the continuum to align the progression of CCSS throughout every unit of study ensuring that a staircase of complexity is scaffold throughout the continuum. In addition to the CCSS, the learning experiences throughout every grade level have incorporated the IB framework to ensure maximum engagement of student learning.

5Essentials East:

Ambitious Instruction: No data

Supportive Environment: No data

Collaborative Teachers: Weak, 25

5Essentials West:

Ambitious Instruction: Strong

Supportive Environment: Neutral

Collaborative Teachers: Strong, 63

CPS Framework for Teaching:

3a Communicating with Students:

Basic 20 13.99%

Proficient 101 70.63%

Distinguished 22 15.38%

3c Engaging students in learning:

Basic 22 15.38%

Proficient 93 65.03%

Distinguished 27 18.88%

1a Demonstrating Knowledge of Content and Pedagogy:

Basic 12 8.45%

Proficient 101 71.13%

Distinguished 29 20.42%

1d Designing Coherent Instruction:

Basic 25 17.61%

Proficient 97 68.31%

Distinguished 20 14.08%

Evidence:

- K- 8th grade scope and sequence for ELA and Math aligned to CCSS
- Course Syllabi for ELA and Math (9th-12th)
- IB unit planners for ELA, Math, and Science K-12th grade
- Course syllabus (HS) for ELA and Math
- Curriculum Maps (HS) for ELA and Math - Units identified within each core course (HS) and
- ELA/Math (ES) aligned to Curriculum Maps

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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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

Faculty self-assessment score: 3.2

As an IB school, we follow the philosophy that the best instructional materials are teacher-developed. Software and published materials are tools, and not curricula on their own. As such, we invest in published materials and software only when necessary, and as a last option, instead of a first choice solution. Technology cannot and should not replace instruction. Instead, technology should be integrated into the learning experience and used to support learning, instead of supplanting the teacher.

5Essentials East:

Ambitious Instruction: No data

Supportive Environment: No data

5Essentials West:

Ambitious Instruction: Strong, 73

Supportive Environment: Neutral, 59

CPS Framework for Teaching:

1a Demonstrating Knowledge of Content and Pedagogy:

Basic 12 8.45%

Proficient 101 71.13%

Distinguished 29 20.42%

1d Designing Coherent Instruction:

Basic 25 17.61%

Proficient 97 68.31%

Distinguished 20 14.08%

1c Selecting Instructional Outcomes

Basic 29 20.42%

Proficient 92 64.79%

Distinguished 21 14.79%

1d Designing Coherent Instruction:

Basic 25 17.61%

Proficient 97 68.31%

Distinguished 20 14.08%

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	✓ 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:

Score

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)

1 2 3 4

Faculty self-assessment score: 2.8
Principal adjusted score: 2

Task complexity is addressed in several ways at Ogden International. To begin, at the core of instruction lies the IB philosophy. All students within each grade, regardless of their entering backgrounds, take the classes that are built upon the IB philosophy. Beginning in 6th grade, honors classes are offered which focus intensively on the core subjects of English, math, history, science, and foreign languages. Administration, IB coordinators and department leads conduct a review of teacher's assignments and curriculum to evaluate the complexity of the task using the Stein's Task analysis. Lessons and content must be aligned to the CCSS standards and IB framework.

With all this said, too often teachers assign traditional tasks, instead of transdisciplinary, project and inquiry based tasks, which is at the root of the IB philosophy.

5Essentials East:
Ambitious Instruction: No data

5Essentials West:
Ambitious Instruction: Strong, 73

CPS Framework for Teaching:
1d: Designing Coherent Instruction
Basic 25 17.61%
Proficient 97 68.31%
Distinguished 20 14.08%

2b Establishing a Culture for Learning:
Basic 21 14.79%
Proficient 101 71.13%
Distinguished 19 13.38%

3b Using Questioning and Discussion Techniques:
Basic 45 31.47%
Proficient 85 59.44%
Distinguished 11 7.69%

3c Engaging students in learning:
Basic 22 15.38%
Proficient 93 65.03%
Distinguished 27 18.88%

- **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

Faculty self-assessment score: 3.3

In every classroom, teachers and students engage in the IB framework strategies. The practices include: assessments, central ideas, lines of inquiry, teacher and student questioning, accountable talk, and IB learning experiences. Department and grade level leads are responsible for sharing best practices for each strategy during department/grade level meetings and discussing how each strategy is used in their respective department.

5Essentials East:

Ambitious Instruction: No data

Supportive Environment: No data

5Essentials West:

Ambitious Instruction: Strong, 73

Supportive Environment: Neutral, 59

CPS Framework for Teaching:

2b Establishing a Culture for Learning:

Basic 21 14.79%

Proficient 101 71.13%

Distinguished 19 13.38%

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Faculty self-assessment score: 3.1

Teachers rely on IB framework strategies, including: assessments, central ideas, lines of inquiry, teacher and student questioning, accountable talk, and IB learning experiences. Department and grade level leads are responsible for sharing best practices for each strategy during department/grade level meetings and discussing how each strategy is used in their respective department. However, many teachers have not adopted IB-aligned Approaches to Teaching and Learning and need additional support making this transition.

5Essentials East:
 Ambitious Instruction: No data
 Supportive Environment: No data
 Effective Leaders: Weak, 27

5Essentials West:
 Ambitious Instruction: Strong, 73
 Supportive Environment: Neutral, 59
 Effective Leaders: Neutral, 53

CPS Framework for Teaching:

3a Communicating with Students
 Basic 20 13.99%
 Proficient 101 70.63%
 Distinguished 22 15.38%

3b Using Questioning and Discussion Techniques
 Basic 45 31.47%
 Proficient 85 59.44%
 Distinguished 11 7.69%

3c Engaging students in learning
 Basic 22 15.38%
 Proficient 93 65.03%
 Distinguished 27 18.88%

3d Using Assessment in Instruction
 Basic 44 30.77%
 Proficient 87 60.84%
 Distinguished 10 6.99%

3e Demonstrating Flexibility and Responsiveness
 Basic 30 20.98%
 Proficient 92 64.34%
 Distinguished 18 12.59%

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

Faculty self-assessment score: 3.2

We are currently working with the PPLC, BAG and NWEA data, and grade/department level teams as part of our MTSS cycle of inquiry to disaggregate data. This information is compiled and shared with teachers, students, and parents to inform and drive instruction and planning.

5Essentials East:

Ambitious Instruction: No data

Supportive Environment: No data

Collaborative Teachers: Weak, 63

5Essentials West:

Ambitious Instruction: Strong, 73

Supportive Environment: Neutral, 59

Collaborative Teachers: Strong, 63

CPS Framework for Teaching:

1a Demonstrating Knowledge of Content and Pedagogy:

Basic 12 8.45%

Proficient 101 71.13%

Distinguished 29 20.42%

1d Designing Coherent Instruction:

Basic 25 17.61%

Proficient 97 68.31%

Distinguished 20 14.08%

1d Designing Coherent Instruction:

Basic 25 17.61%

Proficient 97 68.31%

Distinguished 20 14.08%

2d Managing Student Behavior

Basic 28 19.72%

Proficient 103 72.54%

Distinguished 11 7.75%

3d Using Assessment in Instruction

Basic 44 30.77%

Proficient 87 60.84%

Distinguished 10 6.99%

3e Demonstrating Flexibility and Responsiveness

Basic 30 20.98%

Proficient 92 64.34%

Distinguished 18 12.59%

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

Faculty self-assessment score: 2.9
Principal adjusted score: 2

At Ogden International, formative assessments are used to drive instruction and support student mastery of the standards and skills. Weekly assessments have been identified within the PYP and MYP. Formative assessments are also conducted daily throughout the PYP and MYP continuum. Based on the results of the assessments, students are assigned to tutorials to receive additional targeted assistance in areas where they are struggling.

Summative assessments are given at the end of every unit in order to assess student mastery of the learning objectives. Particular to the MYP, teachers administer 5-week assessments to assess student mastery on the content that has been covered. Summative assessments often appear in the form of lab reports, unit/ final exams, debates, Socratic seminars, and exhibitions. The IB framework ensures that students have input on what the final product of their learning will look like. As a result, summative assessments often vary in modality and presentation.

Currently, formative assessments are reviewed by grade level Leads and department chairs, and summative assessments are submitted to the IB coordinators for review. We are currently working with the PPLC, BAG and NWEA data, and grade/department level teams as part of our MTSS cycle of inquiry to disaggregate data. This information is compiled and shared with teachers, students, and parents to inform and drive instruction and planning.

5Essentials East:
Ambitious Instruction: No data

5Essentials West:
Ambitious Instruction: Strong, 73

CPS Framework for Teaching:
1c Selecting Instructional Outcomes
Basic 29 20.42%
Proficient 92 64.79%
Distinguished 21 14.79%

1e Designing Student Assessments
Basic 37 26.06%
Proficient 92 64.79%
Distinguished 13 9.15%

3d Using Assessment in Instruction
Basic 44 30.77%
Proficient 87 60.84%
Distinguished 10 6.99%

4a Reflecting on Teaching & Learning:
Basic 6%
Proficient 76%
Distinguished 17%

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students,**

families, postsecondary institutions, and prospective employers.

- Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student’s education.
- Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School’s grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	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

Faculty self-assessment score: 3.4

Ogden faculty, staff, administrators, students and families are focused on ensuring all students have rigorous, challenging, and diverse learning opportunities. In every classroom, an observer will notice all students oriented to the task. There are very few disruptions to learning at either campus. Teachers protect learning time by minimizing distractions. All stakeholders value hard work and hold high expectations for academic achievement at all times.

5Essentials East:

Ambitious Instruction: No data

Supportive Environment: No data

Collaborative Teachers: Weak, 25

5Essentials West:

Ambitious Instruction: Strong, 73

Supportive Environment: Neutral, 59

Collaborative Teachers: Strong, 63

CPS Framework for Teaching:

2b Establishing a Culture for Learning:

Basic 21 14.79%

Proficient 101 71.13%

Distinguished 19 13.38%

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	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:

Score

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

1 2 3 4

Faculty self-assessment score: 3.4
Principal adjusted score: 2

Relational trust is significantly higher at West campus than it is at East campus. West campus has continued to flourish because of consistent leadership from an assistant principal, IB coordinator, and teacher-leaders. Due to the high turnover of administration and teachers over the past several years, especially at East campus, new teachers at have not been given the necessary supports or mentoring to develop a culture of relational trust. Additionally, the two campuses rarely worked together, and in many ways have seemed like two separate schools. This year administration has begun addressing these issues with team building exercises, joint meetings of teacher-leaders, with both campuses, coordination of Heads of Schools and IB coordinators, mentoring of new teachers, and handbooks with clearer policies for teachers and staff.

Regardless of staff culture, the relational trust between faculty and students has remained strong. Warm, positive, and supportive relationships between is evident at both campuses.

5Essentials East:

Supportive Environment: No data
Collaborative Teachers: Weak, 25

5Essentials West:

Supportive Environment: Neutral, 59
Collaborative Teachers: Strong, 63

CPS Framework for Teaching:**1b Demonstrating Knowledge of Students**

Basic 18 12.68%
Proficient 101 71.13%
Distinguished 23 16.2%

2a Creating an Environment of Respect and Rapport

Basic 17 11.97%
Proficient 97 68.31%
Distinguished 28 19.72%

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Faculty self-assessment score: 3.3

Through the IB frameworks, students at both campuses are encouraged and even required to become engaged in contributing to the improvement of the school. Through project and inquiry based learning, students often tackle issues within the school, in addition to outside of the school. Student councils exist for every grade level, 6-12.

Ogden offers a wide range of extracurricular activities, from sports and arts, to various clubs such as astronomy, gaming, and gardening.

Classes are self-contained in kindergarten through fifth grade, but in 6th grade students are able to make some selections of courses. Our high school, though small, offers numerous options for students.

5Essentials East:
Supportive Environment: No data

5Essentials West:
Supportive Environment: Neutral, 59

CPS Framework for Teaching:
1b Demonstrating Knowledge of Students
Basic 18 12.68%
Proficient 101 71.13%
Distinguished 23 16.2%

2a Creating an Environment of Respect and Rapport
Basic 17 11.97%
Proficient 97 68.31%
Distinguished 28 19.72%

3c Engaging students in learning
Basic 22 15.38%
Proficient 93 65.03%
Distinguished 27 18.88%

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

Faculty self-assessment score: 3.4

Both East and West campus are extremely safe. Although each campus might seem less than orderly during transitions, with students at West following a departmentalized schedule as young as 6th grade, and students at East campus not required to walk in silent lines, this freedom is evidence students are trusted and respected. The majority of students at both campuses feel very safe, emotionally and physically, with each campus a popular choice for families from other neighborhoods.

Any reported bullying or inappropriate physical interaction is investigated and addressed immediately by administration.

5Essentials East:

Supportive Environment: No data

5Essentials West:

Supportive Environment: Neutral, 59

CPS Framework for Teaching:

2a Creating an Environment of Respect and Rapport

Basic 17 11.97%

Proficient 97 68.31%

Distinguished 28 19.72%

2c Managing Classroom Procedures

Basic 26 18.31%

Proficient 84 59.15%

Distinguished 29 20.42%

2d Managing Student Behavior

Basic 28 19.72%

Proficient 103 72.54%

Distinguished 11 7.75%

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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.

Faculty self-assessment score: 3.1
Principal adjusted score: 2

In January of 2016 a teacher was reassigned to become the school's first restorative justice coordinator. All faculty and staff at West campus were trained in the philosophy of restorative justice. The school also received outside support from a grant to implement restorative approaches to discipline. In part due to the low rate of incidents of misconduct at both campuses, teachers have begun adopting restorative approaches with relative ease. We need to spread the implementation to East campus, and continue improving the coordination of restorative approaches to discipline.

5Essentials East:
Supportive Environment: No data

5Essentials West:
Supportive Environment: Neutral, 59

CPS Framework for Teaching:
2a Creating an Environment of Respect and Rapport
Basic 17 11.97%
Proficient 97 68.31%
Distinguished 28 19.72%

2d Managing Student Behavior
Basic 28 19.72%
Proficient 103 72.54%
Distinguished 11 7.75%

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	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:

Score

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

1 2 **3** 4

Faculty self-assessment score: 3.3

Ogden provides ample opportunities for parents to participate during the school day, and to attend meetings and presentations after school hours. We have a PTA that organizes dances and movies after school. Our Friends of Ogden organizes fundraising events. Our Booster club organizes sports banquets and fundraisers. Parents have led other activities, from gardening, to having parents give presentations on career paths to students.

5Essentials East:
Involved Families: Strong, 68

5Essentials West:
Involved Families: Strong, 84

CPS Framework for Teaching:
2c Managing Classroom Procedures
Basic 26 18.31%
Proficient 84 59.15%
Distinguished 29 20.42%

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	<input type="radio"/>

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
We chose the goal of 95 because our performance was at 94th and we want to increase it	98.00	34.00	95.00	96.00
National School Growth Percentile - Math				
We chose the goal of 85 because our performance was 79 and we want to increase it	61.00	79.00	85.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms				
We chose the goal of 65 because our performance was 56 and we want to increase it	56.90	(Blank)	65.00	70.00
African-American Growth Percentile - Reading				
We chose the goal of 85 because our performance was 80 and we want to increase it	87.00	27.00	85.00	90.00
Hispanic Growth Percentile - Reading				
We chose the goal of 93 because our performance was 89 and we want to increase it	94.00	89.00	93.00	95.00
English Learner Growth Percentile - Reading				
We chose the goal of 99 because our performance was 99 and we want to maintain it	(Blank)	99.00	99.00	99.00
Diverse Learner Growth Percentile - Reading				
We chose the goal of 65 because our performance was 55 and we want to increase it	60.00	(Blank)	60.00	65.00
African-American Growth Percentile - Math				
We chose the goal of 55 because our performance was 42 and we want to increase it	28.00	(Blank)	50.00	55.00
Hispanic Growth Percentile - Math				
We chose the goal of 88 because our performance was 83 and we want to increase it	37.00	83.00	88.00	92.00
English Learner Growth Percentile - Math				
We chose the goal of 99 because our performance was 99 and we want to maintain it	(Blank)	99.00	99.00	99.00
Diverse Learner Growth Percentile - Math				
We chose the goal of 55 because our performance was 50 and we want to increase it	63.00	50.00	55.00	60.00
National School Attainment Percentile - Reading (Grades 3-8)				

We chose the goal of 99 because our performance was 98 and we want to increase it	97.00	52.00	99.00	99.00
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National School Attainment Percentile - Math (Grades 3-8)

We chose the goal of 99 because our performance was 98 and we want to increase it	95.00	98.00	99.00	99.00
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National School Attainment Percentile - Reading (Grade 2)

We chose the goal of 98 because our performance was 97 and we want to increase it	97.00	97.00	98.00	99.00
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National School Attainment Percentile - Math (Grade 2)

We chose the goal of 99 because our performance was 98 and we want to increase it	99.00	98.00	99.00	99.00
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% of Students Making Sufficient Annual Progress on ACCESS

We chose the goal of 60 because our performance was 56 and we want to increase it	68.60	56.80	60.00	65.00
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Average Daily Attendance Rate

We chose the goal of 94 because our performance was 93 and we want to increase it, and in the second year we have a goal of 95.	90.70	93.30	94.00	95.00
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My Voice, My School 5 Essentials Survey

No metrics available from prior years that auto-populated	(Blank)	(Blank)	(Blank)	(Blank)
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Required metrics (Highschool)

13 of 13 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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My Voice, My School 5 Essentials Survey

No metrics available from prior years that auto-populated	(Blank)	(Blank)	(Blank)	(Blank)
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National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We chose the goal of 40 because our performance was 34 and we want to increase it	57.00	(Blank)	40.00	45.00
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African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We chose the goal of 35 because our performance was 27 and we want to increase it	57.00	(Blank)	35.00	40.00
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Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We chose the goal of 50 because our performance was 43 and we want to increase it	43.00	(Blank)	50.00	55.00
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English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

55 is above average, and we have no metrics available from prior years that auto-populated	(Blank)	(Blank)	55.00	60.00
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Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We chose the goal of 50 because our performance was 13 and we want to increase it	13.00	(Blank)	30.00	35.00
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National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

We chose the goal of 55 because our performance was 51 and we want to increase it	51.00	(Blank)	55.00	60.00
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Freshmen On-Track Rate

We chose the goal of 85 because our performance was 94.2 and we want to increase it	96.50	42.00	98.00	99.00
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4-Year Cohort Graduation Rate

We chose the goal of 85 because our performance was 77 and we want to increase it	77.30	77.60	85.00	90.00
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1-Year Dropout Rate

We chose the goal of 1.0 because our performance was 1.2 and we want to decrease it	2.80	1.20	1.00	0.50
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College Enrollment Rate

We chose the goal of 70 because our performance was 64 and we want to increase it	62.80	64.10	70.00	75.00
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College Persistence Rate

We chose the goal of 75 because our performance was 71 and we want to increase it	(Blank)	71.40	75.00	80.00
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Average Daily Attendance Rate

We chose the goal of 94 because our performance was 93 and we want to increase it, and in the second year we have a goal of 95.	90.70	93.30	94.00	95.00
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Custom metrics

2 of 2 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Percentage of 2016 IB subject scores of 4 or higher				
2013-2014 score was only 30%, so we are concerned 2014-2015 was an aberration, which is why we are making a lower, more conservative estimate.	78.00	63.00	68.00	74.00
Percentage of Teachers of Color				
Having a diverse teacher staff, especially one that reflects the students we serve, is critical for a high-functioning school culture (Teachers = 14% Teachers of Color = 5% African-American, 3% Asian, 9% Hispanic)	14.00	14.00	20.00	30.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we train teachers to integrate the Learner Profile into daily learning for students and teachers, with a focus on communication, open-mindedness, caring, balance, and reflectiveness, so that all actions, events, attitudes, and behavior can be connected to the Learner Profile,

students will be able to connect content and skills to their lived experiences in the world (culture, language, race, ethnicity, gender, sexuality, origin)

improved behavior with at least 10% fewer misconducts; improved attendance to 95%; at least 10% fewer Ds and Fs; and a stronger sense of community safety, and self as measured in the Supportive Environment section of the 5Essentials report with a measure of "organized" or better.

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will include explicit connections to the Learner Profile, including all unit plans, events, field trips, and actions.	Sara Schneeberg	May 1, 2016 to Jun 30, 2018	Unit plans, school calendar, field trip forms	On-Track

Ib learner profile, Field trips, Unit planning

Teachers will schedule at least one field trip every quarter with a direct connection to a unit plan and IB Learner Profile attributes.	Sara Schneeberg	May 1, 2016 to Jun 30, 2018	Unit plans, school calendar, field trip forms	On-Track
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Ib learner profile, Field trips, Unit planning

The Restorative Justice coordinator and dean implement peace circle and restorative conversations, with teacher participation, during and after school, so that Ogden maintains a culture of calm and supportive learning environment.	Laquita Lane, Rafael Nivar, Simeon Henderson	May 1, 2016 to Jun 30, 2018	Verify Student Logger	On-Track
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SEL, Restorative approaches, Restorative justice, Ib learner profile

The Restorative Justice coordinator will train all faculty and staff in restorative practices, during Flex Time, so students have opportunities to learn from misconducts and correct their behavior.	Laquita Lane, Rafael Nivar, Simeon Henderson	May 1, 2016 to Jun 30, 2017	Sign in sheet	On-Track
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SEL, Restorative approaches, Restorative justice, Ib learner profile

Strategy 2

If we do...	...then we see...	...which leads to...
teacher-leaders create and lead professional learning focused on the IB Approaches to Teaching and Learning,	student-centered and project-based learning, rigorous student tasks, balanced assessments and grading,	improved academic performance in classes as measured by an average rating of proficient or better in Domain 3, and as reported in the "ambitious instruction" section of the 5Essentials survey with a score of "organized" or better; and an increase of 10% higher enrollment in IB DB courses and programs.

Tags:
 MTSS, Curriculum Design, Cycles of professional learning, Rigorous tasks, Progress monitoring, Assessments, Assessment design, Scope and sequence, Pplc, Inquiry based learning, Authentic tasks

Area(s) of focus:
 1, 2, 4, 3

Action step	Responsible	Timeframe	Evidence for status	Status
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Teacher leaders develop professional learning opportunities focused on IB Approaches to Teaching and Learning, and deliver professional learning during Flex Time (West campus) and Optional PD (East campus), so that teachers adopt interdisciplinary, inquiry and project based, student-centered instruction, including a focus on English Language and Diverse Learners, and students of color.

Heather Worley

Sep 1, 2016 to Jun 30, 2018

Professional Learning Calendar

Not started

Curriculum Design, Cycles of professional learning, Scope and sequence, Pplc

Teacher leaders identify students needing support using data from behavior, attendance, and grades, and then train teachers during MTSS meetings to support students through Tier 2 and 3 approaches to teaching and learning, so that students receive engaging, rigorous, scaffolded, and differentiated instruction.

Meggan Christensen, Ashley Gilski, Stefanie Newmark, Nick Ribaud

Sep 1, 2016 to Jun 30, 2018

Professional Learning Calendar

Not started

Rigorous tasks, Assessments, Assessment design, Inquiry based learning, Authentic tasks

MTSS coordinator will support teachers in implementing Tier 2 and 3 interventions, (aligned to IB Approaches to Teaching and Learning), and progress monitoring in Google document.

Meggan Christensen, Ashley Gilski, Stefanie Newmark, Nick Ribaud

Aug 31, 2016 to Jun 30, 2017

Google document or MTSS / NWEA goal sheets for students

Not started

MTSS, Progress monitoring

Strategy 3

If we do...

engage in collaborative planning around the IB frameworks, creating rigorous student tasks, balanced assessments and grading

...then we see...

vertically and horizontally aligned, interdisciplinary, inquiry and project based curriculum

...which leads to...

all students (including English Language and Diverse Learners, and students of color) learning all content and standards in a rigorous, scaffolded environment from K-12, as measured in the "ambitious instruction" and "collaborative teachers" sections of the 5Essentials survey with scores of "organized" or better, and via an average of proficient or better in Domain 3 evaluation ratings, including English Language and Diverse Learners, and students of color.

Tags:

Diverse Learners, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Teacher Teams/Collaboration, Balanced grading and assessment, Assessment design, Inquiry, Transdisciplinary, Rubrics, Student work, English language learners, Students of color

Area(s) of focus:

1, 4, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Teacher leaders who have expertise in a) assessment design, b) looking at student work., c) Central ideas, lines of inquiry, key concepts, d) designing learning experiences, e) rubric design and grading practices... ...will train teachers twice per month in in PPLC meetings.	Stacie Chana, Cara Kranz	Sep 1, 2016 to Jun 30, 2018	Professional learning calendar	Not started
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Specialized Academic Programs - IB, Balanced grading and assessment, Assessment design, Inquiry, Collaboration, Pplc, Transdisciplinary, Rubrics, Student work

Teacher leaders trained in PPLC meetings will train colleagues during weekly common planning time, and will create unit plans that are vertically and horizontally aligned, transdisciplinary, inquiry and project based.	Stacie Chana, Cara Kranz	Sep 1, 2016 to Jun 30, 2018	Professional learning calendar, unit plans	Not started
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Specialized Academic Programs - IB, Teacher Teams/Collaboration, Balanced grading and assessment, Assessment design, Inquiry, Transdisciplinary, Rubrics, Student work

Teachers will participate in peer observations to gather and give feedback on the design of learning experiences	Stacie Chana, Cara Kranz	Sep 1, 2016 to Jun 30, 2018	Peer observation schedule	Not started
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Feedback, Peer observation, Unit planning

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>➤ Teachers will include explicit connections to the Learner Profile, including all unit plans, events, field trips, and actions. Tags: SEL, Restorative approaches, Restorative justice, Ib learner profile, Unit planning, Ib learner profile, Field trips, Unit planning</p>	Sara Schneeberg	May 1, 2016	Jun 30, 2018	On-Track
<p>➤ Teachers will schedule at least one field trip every quarter with a direct connection to a unit plan and IB Learner Profile attributes. Tags: SEL, Restorative approaches, Restorative justice, Ib learner profile, Unit planning, Ib learner profile, Field trips, Unit planning</p>	Sara Schneeberg	May 1, 2016	Jun 30, 2018	On-Track
<p>➤ The Restorative Justice coordinator and dean implement peace circle and restorative conversations, with teacher participation, during and after school, so that Ogden maintains a culture of calm and supportive learning environment. Tags: SEL, Restorative approaches, Restorative justice, Ib learner profile, Unit planning, SEL, Restorative approaches, Restorative justice, Ib learner profile</p>	Laquita Lane, Rafael Nivar, Simeon Henderson	May 1, 2016	Jun 30, 2018	On-Track
<p>➤ The Restorative Justice coordinator will train all faculty and staff in restorative practices, during Flex Time, so students have opportunities to learn from misconducts and correct their behavior. Tags: SEL, Restorative approaches, Restorative justice, Ib learner profile, Unit planning, SEL, Restorative approaches, Restorative justice, Ib learner profile</p>	Laquita Lane, Rafael Nivar, Simeon Henderson	May 1, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Teacher leaders develop professional learning opportunities focused on IB Approaches to Teaching and Learning, and deliver professional learning during Flex Time (West campus) and Optional PD (East campus), so that teachers adopt interdisciplinary, inquiry and project based, student-centered instruction, including a focus on English Language and Diverse Learners, and students of color.</p> <p>Tags: MTSS, Curriculum Design, Cycles of professional learning, Rigorous tasks, Progress monitoring, Assessments, Assessment design, Scope and sequence, Pplc, Inquiry based learning, Authentic tasks, Curriculum Design, Cycles of professional learning, Scope and sequence, Pplc</p>	Heather Worley	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Teacher leaders identify students needing support using data from behavior, attendance, and grades, and then train teachers during MTSS meetings to support students through Tier 2 and 3 approaches to teaching and learning, so that students receive engaging, rigorous, scaffolded, and differentiated instruction.</p> <p>Tags: MTSS, Curriculum Design, Cycles of professional learning, Rigorous tasks, Progress monitoring, Assessments, Assessment design, Scope and sequence, Pplc, Inquiry based learning, Authentic tasks, Rigorous tasks, Assessments, Assessment design, Inquiry based learning, Authentic tasks</p>	Meggan Christensen, Ashley Gilski, Stefanie Newmark, Nick Ribaldo	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ MTSS coordinator will support teachers in implementing Tier 2 and 3 interventions, (aligned to IB Approaches to Teaching and Learning), and progress monitoring in Google document.</p> <p>Tags: MTSS, Curriculum Design, Cycles of professional learning, Rigorous tasks, Progress monitoring, Assessments, Assessment design, Scope and sequence, Pplc, Inquiry based learning, Authentic tasks, MTSS, Progress monitoring</p>	Meggan Christensen, Ashley Gilski, Stefanie Newmark, Nick Ribaldo	Aug 31, 2016	Jun 30, 2017	Not started
<p>✦ Teacher leaders who have expertise in a) assessment design, b) looking at student work,, c) Central ideas, lines of inquiry, key concepts, d) designing learning experiences, e) rubric design and grading practices... ..will train teachers twice per month in in PPLC meetings.</p> <p>Tags: Diverse Learners, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Teacher Teams/Collaboration, Balanced grading and assessment, Assessment design, Inquiry, Transdisciplinary, Rubrics, Student work, English language learners, Students of color, Specialized Academic Programs - IB, Balanced grading and assessment, Assessment design, Inquiry, Collaboration, Pplc, Transdisciplinary, Rubrics, Student work</p>	Stacie Chana, Cara Kranz	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Teacher leaders trained in PPLC meetings will train colleagues during weekly common planning time, and will create unit plans that are vertically and horizontally aligned, transdisciplinary, inquiry and project based.</p> <p>Tags: Diverse Learners, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Teacher Teams/Collaboration, Balanced grading and assessment, Assessment design, Inquiry, Transdisciplinary, Rubrics, Student work, English language learners, Students of color, Specialized Academic Programs - IB, Teacher Teams/Collaboration, Balanced grading and assessment, Assessment design, Inquiry, Transdisciplinary, Rubrics, Student work</p>	Stacie Chana, Cara Kranz	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Teachers will participate in peer observations to gather and give feedback on the design of learning experiences</p> <p>Tags: Diverse Learners, Specialized Academic Programs - IB, Assessment, Curriculum Design, Professional Learning, Teacher Teams/Collaboration, Balanced grading and assessment, Assessment design, Inquiry, Transdisciplinary, Rubrics, Student work, English language learners, Students of color, Feedback, Peer observation, Unit planning</p>	Stacie Chana, Cara Kranz	Sep 1, 2016	Jun 30, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

This will be accomplished over the summer in a forum open to all parents, and mid-year in a second forum. Each forum will be led by administration.

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

This will be accomplished at the initial LSC meeting, and reiterated in monthly emails from the principal to all stakeholders. The projected date of our annual meeting and organizational meeting is September 15th, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

This will be done via our website, monthly emails from the principal, and in fliers home, during the State of the School presentation, and in reports to the LSC.

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.

Administration is always available for immediate scheduling of meetings with parents. Administration regularly facilitates meetings between teachers and parents.

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.

Administration downloads and prints the MOY and EOY NWEA results. We also distribute the PARCC reports. Teachers discuss results during parent-conferences.

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.

We send letters home, and via email to lists of parents in the class, when this is applicable.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their

child's progress; and how to work with educators. Please describe how this will be accomplished.

This is accomplished during school tours, open houses, parent nights, and via the state of the school presentation.

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.

Clerks, counselors, case managers, and IB Coordinators are all trained to work with parents to ensure they have access to information, resources, and materials and training.

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

Faculty and staff share best-practices of working with parents and families. New teachers receive a mentor who is well-versed and successful in working with parents. We will have a parent serve as a parent volunteer coordinator to ensure strong, collaborative ties develop between all parents and staff.

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.

We do not have preschool or any of these programs at Ogden. However, all grade levels have meetings with parents and share strategies on how to help support their children.

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.

Administration reviews all letters home to parents. All teachers that send emails to parents cc administration so they can review and suggest revisions for communication.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

The school will coordinate the parent involvement programs identified in the CIWP.

The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact

Complete

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

Ogden provides a world-class education to students who will become leaders of change within the global community in the 21st Century. Ogden has a commitment to provide a distinctive, high-quality international education which cultivates intellectual inquiry and global engagement.

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.

November 9th for Elementary, and November 10th for High School; April 19th for Elementary, April 20th for High School.

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

Parents will receive a progress report each quarter, and a report card each quarter. Parents will also receive middle-of-the-year and end-of-the-year reports on reading and math scores from the NWEA test.

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

Parents can schedule meetings with staff before and after school, and during school depending on the teacher's schedule.

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

Parents can volunteer to be room parents, tutors, and support the main office. Parents do so by contacting the teacher and the principal and complete the CPS volunteer process. Parents can volunteer at almost any time of the day depending on their availability. Observations have to be scheduled through the principal.

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

Parents will assist their children's learning by ensuring 96% or better attendance, by minimizing tardiness, by ensuring homework and projects are complete, by ensuring students study for assessments, and by ensuring students are prepared for school by sleeping at least 8 hours and getting healthy meals.

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

Parents will consult with the school during parent conferences (November 9th for Elementary, and November 10th for High School; April 19th for Elementary, April 20th for High School), and during scheduled meetings as needed, about any issue the school, teacher, student, or parent might have a concern about.

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

Students will share responsibility for improved academic achievement by coming to school on time, by maintaining an attendance record of 96% or better, by coming to school and class with all required materials and completed assignments, by maintaining a positive attitude at all times, and by requesting a meeting with teachers or administration if they have a concern.

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.

Goal: To increase parent involvement, trust, and satisfaction with school.
 Timeline: Monthly meetings organized by EL Lead Teacher and PAC coordinator, and attended by at least one administrator
 Training Topics: homework; academic achievement; transition to kindergarten; transition to middle school; transition to high school; transition to college; college application and FAFSA; support for diverse learners; support for English Language Learners

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.	\$ 200 .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.	\$ 300 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 0 .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)	\$ 1000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1000 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 1000 .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.	\$ 250 .00
53510	Postage	Must be used for parent involvement programs only.	\$ 1000 .00
53306	Software	Must be educational and for parent use only.	\$ 300 .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 by used only by parents.	\$ 0 .00