



Dewey Elementary Academy of Fine Arts / Plan summary

## 2018-2020 plan summary

### Team

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Team meetings

Date	Participants	Topic
02/28/2018		Purpose of CIWP, Framing, Teambuilding
03/07/2018		Using SEF, Bringing and Sharing Evidence, Reflecting and Rating Evidence
03/14/2018		Analyzing evidence, reflecting and rating
03/21/2018		Determining Priorities and crafting action steps
04/13/2018		Finalizing action steps and completing plan

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

1 2 3 4

Dewey has a commitment to fulfilling a shared vision of success. This can be seen in Dewey's five year trajectory. In year one, there was a focused vision on setting the climate and culture. In year two, the school wide focus was the data driven cycle. In year three, our mission was to include complex texts and tasks in classroom instruction. In year four, we focused on coherent content conversations as a school. Lastly, in year five, we took this focus further by making sure all classrooms had coherent writing and vocabulary instruction.

As a school, our teachers work hand in hand with administration to ensure that the school's vision is fulfilled. In our 5E survey, Dewey rated as well-organized for the past four years. Over 90% of teachers at Dewey feel they have influence in school decisions regarding funds, professional development, and curriculum. The survey also shows that 95% teachers feel a collective responsibility for student behavior and student learning.

<http://cps.edu/Schools/Pages/school.aspx?SchoolID=609885>

<https://docs.google.com/forms/d/1irz1U1AiMkVjWHAzR1zov9huKw9vxsNwWajzwSURKo/edit?ts=5aaa7578>

**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.
- Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

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

### Score

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At the end of the 2016-2017 school year, admin sent out a survey asking teacher satisfaction on how cluster was going. Based on data collected, ILT then planned a scope and sequence for each cluster for the 2017-2018 school year. Within that scope and sequence, each ILT member planned for their own content cluster.

Aside from overseeing cluster, each ILT member has a shared leadership role which can include new staff on-boarding, MtSS, the school newsletter, and staff culture. ILT serves as the intermediary between teachers and administration making sure that teachers' voices are communicated to administration for planning purposes.

<https://drive.google.com/drive/folders/0ByeMpP5WafGYSHhHaG9XeXZQYkk>  
<https://drive.google.com/drive/u/0/folders/0ByeMpP5WafGYR3dNc0ZBTVCZU0>

## Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.

- Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

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

Score

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This year at Dewey, teachers were given the choice between four different tracks of differentiation for PD. Teachers collaborated on strategies that would improve their practice, while presenting evidences throughout the school year. The six new teachers were placed in their own track to help familiarize them with the school, REACH, NWEA, PARCC and other "first year" challenges. Mentors were assigned at the beginning of the year for new teachers with some collaboration throughout the year around professional development. Admin visits each classroom weekly with the intention to give non-REACH feedback for teachers to incorporate into their planning. Teachers collaborated on lesson study to brainstorm best practices. After structuring a collaboratively-planned lesson, teachers observed that lesson in action, and reflected on its' success and areas of improvement.

[https://drive.google.com/drive/u/0/folders/0B\\_uKACaF10AcTjFobVhPTXdvZFk](https://drive.google.com/drive/u/0/folders/0B_uKACaF10AcTjFobVhPTXdvZFk)  
<https://docs.google.com/forms/d/1irzl1U1AiMkVjWHAzR1zov9huKw9vxsNwWajzWSUrKo/edit?ts=5aaa7578>

## Guide for Professional Learning

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

- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback: surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

Score

1 2 3 4

At Dewey, we make sure that the school's mission and vision is supported in its' decision making in regards to the budget, schedule, and hiring. Our school curriculum is Engage New York. Our budget allows for us to provide this curriculum, workbooks, and manipulatives that is aligned to the 2016-2018 CIWP priority around curriculum and instruction. We have a collaborative hiring team that has a specific protocol that aligns to the mission, vision, and school need at Dewey. The first step is a phone interview. Next, the potential candidate will come to Dewey for an interview. The last step is to watch the candidate teach a mock lesson from the Engage New York Curriculum. To better support incoming teachers, admin conducts an exit interview. We maximize instruction time by utilizing different blocks throughout the day, such as personalized learning, grade-level instruction, MTSS, and SEL.

[https://drive.google.com/drive/u/1/mobile/folders/OB\\_uKACaFI0AcakFE1U4Mz22eTA](https://drive.google.com/drive/u/1/mobile/folders/OB_uKACaFI0AcakFE1U4Mz22eTA)  
[https://docs.google.com/document/d/1-3pwOHR3uFKFodGdGSIMvjofu\\_RioWcFqj7SzCHmxF4/edit](https://docs.google.com/document/d/1-3pwOHR3uFKFodGdGSIMvjofu_RioWcFqj7SzCHmxF4/edit)  
<https://docs.google.com/spreadsheets/d/11iKX6196s3fpToBhyD9wikttf-ZfHPfNzd7KITBbDw/edit>  
<http://ciwp.cps.edu/plan/pdfContent/802>

## Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**

- Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

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

#### ALIGN UNITS OF INSTRUCTION and UTILIZE THE BIG IDEAS

Staff created vertical alignment documents and curricular resource provided curriculum maps, pacing guides and vertical alignment documents are used to pace out the lessons evenly and effectively for the students.

All Teachers (Pre K to 8th grade in ELA and Math) create Quarterly Unit Plans to map out the big ideas and essential understanding of the modules they are teaching. The unit plans also include a teacher created exemplar performance task and connections to the other assessments in the Module. They are created to systematically breakdown the main focus of the module into smaller pieces to the students over time. These unit plans are housed on a folder on the schools Google Drive.

One of the instructional priorities of the school was student discourse because as a school we understood and believed in the power of students being able to express their thinking about a topic they learned about in student discussion before they provide a written reflection. We value all parts of the literacy cycle of reading, writing and speaking as the key to students understanding of content in all subjects area. We created a cluster focus of this for all content clusters to make it applicable to all subject matters.

During content structured weekly cluster meetings, teachers collaborated and participated in quarterly lesson study sequences in which teachers planned a lesson together to present to students and then assess the actual teaching of the lesson as well as the student's mastery of the lesson became a cycle of reflective conversations around the impact of the instruction.

Both ELA and Math 2-8 grade teachers use ANET at the end of each quarter so that we can assess where our students are performing with grade level material according to Common Core State Standards.

#### ENGAGE ALL LEARNERS and CONNECTION TO REAL WORLD AUTHENTIC APPLICATION OF LEARNING

MTSS tiers students so students can receive instruction at their ability level

Advanced learners can walk up to next grade level through our in school walkup program to keep the students engaged and challenged.

Algebra I is now offered for our advanced 8th grade math students.

ELL teacher adapts curriculum based on WIDA standards to ensure language barriers are addressed.

Most of DL teachers modify Engageny curriculum or slow down the pacing of the lessons to meet the needs of the students.

ELL students are given the support of an EL teacher that comes in for support during the day.

Friday Seminar classes allow our students to make their own interest choices and to learn about different real world skills and participate in research studies for 20 weeks of the school year. Students are able to learn about things like chess, coding, cooking, photography and then they create a project to share at the mid point of the semester and the end of the semester.

We have a collaboration with Spark in which our 7th and 8th grade students get to do a year long internship with a mentor and experience their working environments. Students get to travel to places like Google, Groupon and etc to work along with their mentor to work on a field based project that is presented at the end of the program.

Personalized Learning Blocks to address student individual learning needs.

Partnerships with BMO Harris, SPARK

#### INTEGRATE ACADEMIC AND SEL

Second Step curriculum adopted for Friday SEL where students have a weekly social emotional focus that they deep dive into on Fridays and then revisit everyday during the week.

Links to Evidence:

ELA and Math Pacing Guides: <http://engageausl.businesscatalyst.com/pacing-guides.html>

School Schedule (MTSS/Walk up Schedule/Friday Seminar)

<https://docs.google.com/spreadsheets/d/1JUaaNQj7uVR92HGgTMsZVYY7lkxTopIgl8KjZxmNr7k/edit#gid=874867497>

SPARK Evidence

[https://docs.google.com/document/d/1tYOltzYyUaJMA8q3wVXP\\_dOmxJGoC2ElsjRGs6\\_4tiY/edit](https://docs.google.com/document/d/1tYOltzYyUaJMA8q3wVXP_dOmxJGoC2ElsjRGs6_4tiY/edit)

Second Step Training

[https://docs.google.com/document/d/1WDSqIkGK-qC00Y\\_2\\_qW2PpzlSqqD7XHEnq0ICqJXcUk/edit](https://docs.google.com/document/d/1WDSqIkGK-qC00Y_2_qW2PpzlSqqD7XHEnq0ICqJXcUk/edit)

Unit Plans found on Google drive:

[https://drive.google.com/drive/folders/0B\\_uKACaF10Act3hpRWRLazVKdE0?usp=sharing](https://drive.google.com/drive/folders/0B_uKACaF10Act3hpRWRLazVKdE0?usp=sharing)

## Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.

- Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - **Integrate academic and social emotional learning.**
  - **Connection to real world, authentic application of learning. For example,**
    - Provide opportunities for meaningful project-based learning.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ CPS Literacy Scope and Sequence</li> <li>✓ CPS Math Scope and Sequence Guidance</li> <li>✓ Digital Citizenship Curriculum</li> <li>✓ K-12 Financial Literacy Guide</li> <li>✓ Personal Finance 3.0 Course</li> <li>✓ Physical Education Scope &amp; Sequence</li> <li>✓ Health Education Scope &amp; Sequence</li> <li>✓ Interdisciplinary African &amp; African American Studies Curriculum</li> <li>✓ Interdisciplinary Latino and Latin American Studies Curriculum</li> </ul>

### Instructional Materials:

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

Score

1 2 3 4



#### ALIGNED TO CURRICULAR PLANS

Computer software programs aligned with common core state standards.

Manipulatives used to implement EngageNY lessons

VARIED AND FLEXIBLE and AVAILABLE & ACCESSIBLE

ST Math tailored to assist lower more visual learners, TTM adaptive to get learners grade level and beyond content. Lower grade levels utilize Dreambox and Zearn.

Independent Learning Sites: Skills Navigator (4-6), Zearn(3-5), Khan Academy (6-8), Read 180, Lexia Core 5.

K-2 grade used CKLA for listening and learning as well as for Skills instruction.

3rd-8th grade uses Expeditionary Learning as the main resource of literacy instruction.

As a school we have a scholastic guided reading library that can be checked out and used by various teachers when needed.

Materials that are used during lessons are detailed in the unit plans

Students have several different technology resources to use with their chromebooks and Ipads. Students can use the program Lexia Core 5 to support their foundational literacy skills that are tailored to where they are currently. It creates an action plan for the students to help them to achieve grade level and above grade level status.

Students also have access to Read 180 and System 44 that is tailored to the students lexile level.

Students also have Raz Kids for the lower grades and ThinkCerca for the middle school.

Classes have choice menus for students to make their own choices about which instructional materials they would like to use during personalized learning.

All Students have access to perspective:

Class sets of Chromebooks and iPads

Computer labs(2 PC labs and 1 Mac lab)

6th-8th grade access to Naviance

Links to Evidence:

Links to math computer programs:

<https://lms.thinkthroughmath.com/dashboard>

<https://web.stmath.com/entrance/>

<http://www.dreambox.com/>

<https://www.khanacademy.org/coach/dashboard>

<https://www.zeam.org/>

Some students are given choice menus:

<https://docs.google.com/presentation/d/1PxHt8J57XYTqpFZAL5gsUnFGTTB1oHC2-Jq0NVTL7k/edit?ts=5a99a522#slide=id.p>

PreK Teaching Strategies Gold for documentation, lesson plans, progress tracking: <https://my.teachingstrategies.com>

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

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

Score

1 2 3 4

We have an attendance team and monthly attendance incentives that teachers use to communicate the importance of student attendance and as one of the reasons they should be in school every day.

All classes are given some time to have a morning meeting to set high expectations with the students at the beginning of everyday.

As a school, we hold data chats with our students to set goals for an upcoming important assessment and then we have a discussion after the assessment for the students to track their progress and to reflect on their goal/target.

Our content specific clusters(ELA, Math, PreK,Primary and Specials have conducted lesson studies in which they have collaboratively planned a lesson for students based on a CCSS. The teachers crafted the lesson and the student tasks for the lesson. Then all of the teachers were able to see the lesson in action to take notes on the students learning. After that, the teachers would review the student work to see if more supports would be needed for students moving forward

Pre K perspective:

Data chats on weekly basis are held.

All Students perspective:

up to date bulletin boards displaying the rigorous tasks is evident school wide

Walk-up Program for students that are performing above grade level.

Leveled instruction to ensure rigor is appropriate and all students are working at their own rigor level

BEGIN WITH BELIEF ALL STUDENTS CAN LEARN

Math team started shifting toward growth mindset last year with LEAP PDs

Attendance is communicated on a daily basis

PLAN AND ASSIGN TASKS THAT ARE COGNITIVELY CHALLENGING

Performance tasks pulled from Engage NY and worked on during personalized learning

MARS and Illustrative Math tasks used to challenge students understanding of math concepts.

STUDENTS CREATE AUTHENTIC WORK

Enrichment Friday seminar work is showcased at quarterly assembly

Student led research projects

Links to Evidence:

Attendance March Madness bracket

<https://docs.google.com/document/d/1iMu5sIrrqLZkZEMWiiBQWAQ1IDwWfIBwntBWPMgjkOM/edit>

Certificate given after Data Chats in PreK

<https://docs.google.com/document/d/1yLX-hYSQ89b0L8fw78ygQEDK0AKNM9IjZDxY1hckCJM/edit?usp=sharing>

Proof of Data Chats

<https://docs.google.com/document/d/1P0oO7ufU6QUu2EIKXqz8ECOJ0Tsd057xXUTNDA1WTH0/edit>

### Guide for Rigorous Student Tasks

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1.d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SQRP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

### 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

## TRANSITIONS

7th and 8th grade students are supported the entire way through the high school application process. High School visits are planned, high school fairs are planned, shadow days are sometimes utilized.

7th grade college trip

8th grade college trip

6th-8th grade career investigation on Naviance

6th-8th completion of ILPs

6 to 16 is implemented from 6th-8th grade

High school planning meeting with individual parents and students

On Track data is used to show the expected success during high school and post secondary

7th grade high school investigation based on match and fit

Alumni day

Students attend High school visits

Attending matriculation meetings at various high schools

## AWARENESS

SPARK exposes students to a lot of different career options and gets students looking into interest surveys.

Enrichment Fridays often exposes students to other job fields (ex. Computer coding, engineering and architecture, forensic science etc.)

Middle schoolers talk about colleges, visit at least one college each year and start talking about requirements to get in to certain colleges.

Students are taught how to read their own data (NWEA) to set goals for themselves for the next test and know how to read percentiles as they are important to eligibility to selective enrollment schools.

## READINESS

All 8th graders have access to an Algebra course

Students learn how to calculate GPA, study their test scores and data and learn about requirements to get into selective enrollment high schools.

Links to the Evidence:

Alumni Day: Survey for Alumni

Purdue College Trip Permission

On Track Data

8th grade High School Tracker

7th Grade High School

Lessons based on communities/community helpers

<https://www.engageny.org/resource/preschool-domain-2-families-and-communities-teacher-guide>

## 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, CTE recruitment fairs, 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 CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success

and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.

- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b, Establishing a Culture for Learning
CPS Performance Standards for	C1, Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Presenting college plans from meeting entry</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

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

This year Dewey started doing lesson studies in our cluster groups. Teachers meet for 3 weeks to collaboratively plan a lesson, implement it, observe one another and reflect on the lesson based on anecdotal notes and student work samples.

[https://docs.google.com/presentation/d/1CJcERmrwF40TpCTBzXT3fSsmteUoaysSQ3NoPdNDA-l/edit#slide=id.g242bb640ec\\_0\\_129](https://docs.google.com/presentation/d/1CJcERmrwF40TpCTBzXT3fSsmteUoaysSQ3NoPdNDA-l/edit#slide=id.g242bb640ec_0_129)

As a school we are lacking in fostering student ownership of learning and student ability to articulate their relevance to the objective to learning. We're also lacking connecting to student's interest and experience.

As a school we have not provided our teachers with appropriate instruction designed to develop instruction for ELL students.

As a school we lack in being able to intervene in a timely and effective way to help students that are struggling with curricular resources. Our blocks are so scheduled to be able to fit all components of our day and this doesn't allow teachers the time to be able to adjust for student needs.

### 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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

**Evidence, Measures, and Standards**

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

**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

Dewey has a semesterly calendar meeting during which we add assessment windows to our school calendar. This assessment calendar is shared with the school in our weekly newsletters.

Dewey has a variety of quarterly assessment we use to inform our teaching. We use ESGI for PreK, TRC for grades K-2 ELA, ANet for 3-8th ELA and Math. Teachers use the data driven cycle to analyze the assessment data and make small group plans based off their assessment results.

Dewey has adopted the modified grading policy. This helps with modifying diverse learners' grading scale for their IEPs.

As a school we are lacking in improving and promoting assessment literacy with our teachers. We are currently only using curricular assessments made and standardized testing. We are using ANet, DIEBELS, TRC, NWEA, PARCC and REACH performance tasks.

## 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 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.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradabooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Ambitious Instruction
Five Essentials	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1.c. Selecting Learning Objectives</a>
	<a href="#">1.e. Designing Student Assessment</a>
	<a href="#">3.f. Using Assessment in Instruction</a>
	<a href="#">4.a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

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.

1 2 3 4

During our MTSS blocks, K-8th grade teachers are utilizing Khan Academy, Think Through Math, Moby Max, News ELA, Lexia, Raz Kids, ST Math, Dreambox, Read 180, and Cross Walk books to provide the extra support for different students in Tiers 1, 2 and 3. The software teachers are using during their MTSS blocks provide them with reports that they use to progress monitor individual or small groups of students.

<https://docs.google.com/spreadsheets/d/1iKX6196s3fpToBhyD9wiktf-ZfHPfNzd7KITBibDw/edit#gid=0>

The school has adopted Second Step as our Tier 1 SEL intervention for grades K-8. We implement the curriculum every Friday during our hour long SEL blocks. The school also has a Tier 2 SEL intervention during which students who have been referred by their teachers meet with a counselor in small groups or individually to work on social emotional skills.

As a school we are lacking in flexible learning environments. Currently only 1st and 2nd grade students have flexible learning environments as part of a leap pilot program.

We are also lacking in the use of personalized learning rubrics for students. Currently some of our students are using Google Docs to self progress monitor but as a whole school this is an area we can improve in.

## Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

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

Dewey works hard to encourage student attendance. Every month, the school offers an attendance incentive trips for students with 97% or better attendance for that month, the whole school can earn a dress down day on a Friday if whole school attendance is at a certain percentage during the week, the Egg-Cellent raffle was offered on the day we returned from Spring Break, and the March Madness Attendance Competition is in its 5th year and an advisory has the opportunity to earn time in a game truck if they win the competition in early April. Individual teachers also offer attendance incentives within their classrooms.

Dewey recognizes student achievement with Celebrations of Learning assemblies. Students receive incentive prizes including t-shirts and water bottles. Students showcase their work from seminars at the Quarterly Eagles Showcase. Student work with feedback is displayed on classroom bulletin boards throughout the school and are updated every quarter. Verbal praise, reward punch cards, classroom dojo, classroom marble jars and clip charts are used to acknowledge hard work in different classrooms. Some teachers have implemented one on one conferences in their classrooms to provide feedback about what students are doing well and what they need to do to improve.

Teachers at Dewey have high expectations for their students. Each day teachers present learning targets and objectives in the classroom. Teachers provide students with model paragraphs and provided students with rubrics for writing to make students aware of what is expected. According to 5E data, 71% of students say they have to work hard to do well. 80% of students report that report that teachers make them work hard. 77% of students report that teachers expect them to do their best all the time. Students track their own NWEA data and participate in one on one conferences with teachers about learning targets and setting academic goals. Hallway expectations are posted throughout the building. Classroom expectations are posted in the classrooms.

Students at Dewey take ownership and pride in their work. According to 5E data, 55% of students say they improve a piece of writing in class or with a partner almost every day. 51% of students rewrite a paper in response to comments almost every day.

Supporting documents:

Photo of classroom incentive for attendance

<https://drive.google.com/file/d/0B7Hgg9JJQgiMXhPTIdWTUtpWWWhIVm9mX1V0dlIkekI5UVhB/view?usp=sharing>

Schoolwide attendance trips:

<https://drive.google.com/file/d/0B7Hgg9JJQgiRGItEY2Vl9LMTlwbXJRejZ5NXRyUnpDem84/view?usp=sharing>

Copy of newsletter describing March Madness attendance competition

<https://docs.google.com/document/d/153Togo9jxXLFrHfxjlaF9vnVRPhB3kFvU8sBKBWifj8/edit?usp=sharing>

Photos of bulletin boards

<https://drive.google.com/drive/folders/1UWcvSj5u0m-wYAhsmsni-mtZE9LQxv?-usp=sharing>

Celebrations of Learning throughout the 2017-2018 school year-NEEDS TO BE UPDATED!!

<https://docs.google.com/document/d/18839VPQOetmBPN1EITQJcGpGPKLYnmwtXN3ZHfg/edit?usp=sharing>

Photos of Hallway and classroom expectations includes rubrics

[https://drive.google.com/drive/folders/1UlfvDBmKc7XM04OQFGDmFD2\\_hLffK6o?-usp=sharing](https://drive.google.com/drive/folders/1UlfvDBmKc7XM04OQFGDmFD2_hLffK6o?-usp=sharing)

Photos-Growth mindset

<https://drive.google.com/drive/folders/1Ov3rb44gOurljWuiR0JxWJ1gY2jb1XAF?usp=sharing>

Photos of student work

<https://drive.google.com/drive/folders/1S3fGbwApuF0Kbvt0I6KF7O2RJ4Hkdxt?usp=sharing>

Photos of data tracking/one on one conferences

<https://drive.google.com/drive/folders/1IMRa3LPPZsxc2qFsMST-9llfcEFva8NI?usp=sharing>

5E survey data

<https://cps.5-essentials.org/2016/s/609885/essentials/>

## Guide for Culture for Learning

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

- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<u>MTSS Framework Curriculum &amp; Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

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

### Score

1 2 **3** 4

Dewey demonstrates relational trust between all school participants by training and coaching all staff on strategies for developing supportive relationships with students. An example of one way staff was trained was in our PD on the Second Step program which is used this year in all classrooms. At Dewey, adults frequently acknowledge students for their positive contributions to the school community. At quarterly showcases and on social media, students' accomplishments are shared with the public and most importantly with our families. Other evidence of ways we enhance our connections between students and adults is by producing a weekly newsletter.

#### Evidence

<https://docs.google.com/spreadsheets/d/11iKX6196s3fpToBHyD9wiktf-ZfHPfNzd7KITBbDw/edit#gid=0>  
<https://www.facebook.com/dewey.eagles.1/videos/1992213021040771/>  
<https://docs.google.com/document/d/1LI8jOWf7LsaKCXImMuSTeI2XT1R7x0KuBAuHw-1hGy4/edit>

## 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
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a>
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

### 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

Dewey provides limited but important avenues for students to engage with their community. Most middle school students participate in the SPARK mentorship program, which pairs them with mentors who are models professionalism and help Dewey students imagine careers that match their interests. Extracurricular activities including football, basketball and cheerleading provide students with the opportunity to interact with students in their larger community, but few opportunities exist for students to "give back" to their community.

Students have some opportunity to have their voices heard at Dewey. There are frequent school assemblies where students' academic and artistic achievements are recognized. Teachers empower students to know their learning targets and to take ownership of these goals. More opportunities exist for students to take center-stage.

Peer support for academic work is strong at Dewey. On the 5 Essentials survey, teachers reported in very large numbers that students think doing homework is important, feel it is important to pay attention in class, it is important to come to school every day, and they should try hard to get good grades.

Supporting Documents:

<https://cps.5-essentials.org/2016/s/609885/measures/acno/#performance>

<https://drive.google.com/file/d/0B3ZRbpQjGubgaEFPYINZVDRfQXc/view>

<https://docs.google.com/document/d/1we6y6J2hh5Z03STiRqbTEVYAcF3KKWYDptyNabZIK-g/edit>

<https://drive.google.com/file/d/12uDzZ6CvLg7J5Vw7DtyTpZvvJvEA2Qnh/view>

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

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - **Authentically interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>▪ WVNS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVCs)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/NET 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

Security staff on all floors during the day, officers use handheld radios to communicate activities throughout the building

Referral systems are put in place for students that are removed from class to insure that no students are left unattended

BOY School Wide Professional Development given on dewey discipline approach

All safety drills are practiced throughout the year and staff are given the drill expectation manual at the beginning of the year.

Supporting Documentation:  
[https://docs.google.com/presentation/d/1k1orGrg53zeAy2TAmyTqflf9XXpd\\_ENdvG3q7VJ72Rs/edit#slide=id.p](https://docs.google.com/presentation/d/1k1orGrg53zeAy2TAmyTqflf9XXpd_ENdvG3q7VJ72Rs/edit#slide=id.p)  
<https://docs.google.com/spreadsheets/d/11iKX6196s3fpToBHyD9wiktf-ZfHPfNzd7KITBibDw/edit?usp=sharing>

## 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.
- **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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Teachers communicate with families on a regular basis in regards to student academics and behavior. Teachers use Class Dojo, Remind App, classroom newsletters, progress reports, report cards, phone calls home, etc. in order to keep parents updated on their child's progress at school. Teachers also work with grade level partners to monitor and communicate about student behavior. (Examples of systems in place.)

Teachers engaged in a training on trauma in order to better understand and relate to student experiences outside of school. This training gave teacher's the ability to prepare for events that students may have already experienced or will experience in the future and their effect on student performance and behavior in the classroom.

Teachers spend time each week teaching from the Second Step curriculum. Teachers incorporate standards from SEL into their disciplinary approach when problems arise as a way to help students' learn to better deal with their emotions. Although this may only be a focused lesson once a week, teachers find ways to incorporate SEL into their academic lessons to further students' knowledge around social-emotional learning.

Our school has adopted a Tier 1 Intervention plan for behavior using the Second Step curriculum which is implemented on Friday during SEL blocks. Tier 2 and Tier 3 interventions vary by grade level and are identified by individual teachers. Tier 2 students are supported through small group and/or individual counseling sessions. Tier 3 academic interventions are supported through individual behavior plans that are drafted with support from the school counselor.

<http://www.secondstep.org/>

[https://docs.google.com/presentation/d/1k1orGrg53zeAy2TAmYTqIff9XXpd\\_ENdvG3q7VJ72Rs/edit#slide=id.p](https://docs.google.com/presentation/d/1k1orGrg53zeAy2TAmYTqIff9XXpd_ENdvG3q7VJ72Rs/edit#slide=id.p)

### 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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and

logical consequences that address the root cause of behavior and align to MTSS processes.

- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

### Parent and Family Partnership:

Score

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family’s needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

1 2 **3** 4

We establish a warm welcoming environment by providing families with a Back to School picnic, BOY open house and robo calls. Well publicized opportunities for families to participate in engaging activities happens in our monthly after school family events and daily with the parent room workshops. Outreach is provided to families in need for clothes, shoes and coats. Parents are able to learn about student progress through NWEA data and given strategies to increase their student academic success. Have parents on our CIWP team

<https://drive.google.com/drive/u/1/folders/18CNtrAdADwZX70diNkiwF-D7BGwNID-r>  
<https://docs.google.com/document/d/18839VPQOetmBPn1EITQJcJGpGPLKYNmwtXiYN3ZHfg/edit>  
 Thursday take home packets

### Guide for Parent and Family 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
Measures	✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 <b>4</b> 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 <b>☐</b>
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 <b>2</b> 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 <b>5</b> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 <b>☐</b>
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 <b>☐</b>
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	<b>1</b> 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 <b>☐</b>
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 <b>3</b> 4 5 ☐
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 <b>☐</b>
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 <b>☐</b>
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 <b>☐</b>
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 <b>☐</b>



- 4 Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility
- 4 Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports
- 4 Expectations for depth & breadth of Student Learning: Instructional Materials
- 4 Expectations for Quality & Character of School Life: Culture for Learning

1	2	3	4	5	⊗
1	2	3	4	5	⊗
1	2	3	4	5	⊗
1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

13 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
We want as many students as possible to not only reach their targets, but surpass expected gains. If students are only meeting their growth goals, we are not truly increasing students' advantages. We want to grow our students at the fastest rate possible and therefore, we expect that at 75% of students make these expected gains so that they will be afforded more opportunities down the road for high school and college and so that we can become a Level 1+ School again.	83.00	27.00	70.00	75.00	80.00
<b>National School Growth Percentile - Math</b>					
We want as many students as possible to not only reach their targets, but surpass expected gains. If students are only meeting their growth goals, we are not truly increasing students' advantages. We want to grow our students at the fastest rate possible and therefore, we expect that at 75% of students make these expected gains so that they will be afforded more opportunities down the road for high school and college and so that we can become a Level 1+ School again.	86.00	75.00	80.00	85.00	90.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
We want as many students as possible to not only reach their targets, but surpass expected gains. If students are only meeting their growth goals, we are not truly increasing students' advantages. We want to grow our students at the fastest rate possible and therefore, we expect that at 75% of students make these expected gains so that they will be afforded more opportunities down the road for high school and college and so that we can become a Level 1+ School again.	62.50	55.20	60.00	65.00	70.00
<b>African-American Growth Percentile - Reading</b>					
Since our school is 99% African-American, this number is based off of the number for our entire school.	83.00	24.00	70.00	75.00	80.00
<b>Hispanic Growth Percentile - Reading</b>					
We do not have a large enough population to have a goal in this area.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>English Learner Growth Percentile - Reading</b>					
We do not have a large enough population to have a goal in this area.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Reading</b>					

We want to ensure that our Diverse Learners are growing at the same rate as our their general education peers so that they are afforded the same opportunities. This number is based on ensuring that our Diverse Learners and general education students have the same growth percentile.

46.00 56.00 70.00 75.00 80.00

**African-American Growth Percentile - Math**

Since our school is 99% African-American, this number is based off of the number for our entire school.

86.00 76.00 80.00 85.00 90.00

**Hispanic Growth Percentile - Math**

We do not have a large enough population to have a goal in this area.

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

**English Learner Growth Percentile - Math**

We do not have a large enough population to have a goal in this area.

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

**Diverse Learner Growth Percentile - Math**

We want to ensure that our Diverse Learners are growing at the same rate as our their general education peers so that they are afforded the same opportunities. This number is based on ensuring that our Diverse Learners and general education students have the same growth percentile.

30.00 63.00 80.00 85.00 90.00

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

By setting ambitious growth goals, we will ultimately move students' attainment. By supporting student growth and moving more students to being on grade level, we will ensure attainment improves.

27.00 24.00 30.00 35.00 40.00

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

By setting ambitious growth goals, we will ultimately move students' attainment. By supporting student growth and moving more students to being on grade level, we will ensure attainment improves.

27.00 35.00 40.00 45.00 50.00

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

This number is based off estimates of kindergarten and first grade students' data, however these grades no longer have preliminary NWEA data. This goal will ensure that we continue to push more of our students to performing on-grade level so that they can be successful at the next grade level.

22.00 9.00 30.00 32.00 34.00

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

This number is based off current kindergarten and first grade students' data. This goal will ensure that we continue to push more of our students to performing on-grade level so that they can be successful at the next grade level.

24.00 11.00 30.00 40.00 50.00

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

We do not have a large enough population of students taking ACCESS in order to have a goal in this area.

(Blank) (Blank) 0.00 (Blank) (Blank)

**Average Daily Attendance Rate**

We know that students cannot learn if they are not in school every day, therefore our goal is to maintain 97% attendance every year to ensure that our students are getting the best education possible.

96.40 96.40 96.60 96.70 96.80

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

Our goal is to continue to be "Well Organized" on the 5E Survey in order to ensure that we have the structures in place to move student achievement.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Create a focus on authentic student tasks for students through cluster reflections, classroom planning and structured ways to display the authentic work of students. This focus would be on planning and providing our students with student tasks that are authentic, cognitively challenging, promote a productive struggle and have a real world connection at least each quarter of the school year in all content areas.

More opportunities for teachers to examine authentic student work and provide more meaningful feedback to students about their learning. This would also provide feedback to the teacher to reflect on the nature of the lesson and how the content that is taught is connected to real world tasks. We would also see and hear more student discourse on their learning and thoughts.

Higher learning expectations for our students and more ownership and engagement of the learning for the students that will transcend beyond the classroom walls because the students will have an understanding as to how the content relates to parts of their lives either now or in the future. It would also support the development of our teachers' practices and craft in the terms of designing effective and efficient lessons to meet the needs of all students.

Tags:

Performance tasks, Balanced assessment

Area(s) of focus:

5

Action step

Responsible

Timeframe

Status

Have ILT and Admin determine a time when content clusters can address, plan, collaborate and review authentic student tasks.

ILT

May 28, 2018 to  
Jun 3, 2019

Not started

**Performance tasks, Calendar of assessments**

Implement a teacher pd around the importance of having authentic students tasks and the benefit for our students and practice.

ILT and Assessment  
(CIWP) Team

Aug 27, 2018 to  
Aug 31, 2018

Not started

**Professional development**

Create an Authentic Student Task google doc resource that is accessible by all staff on the Drive and divided by content areas to generate ideas.

Assessment (CIWP)  
Team

May 1, 2018 to  
Jun 8, 2018

Not started

**Resource bank**

Teachers add a section to their lesson plans that describes the authentic learning tasks that will be provided to the students during each quarter of the year.

All Teachers

Aug 27, 2018 to  
Nov 2, 2018

Not started

Strategy 2

If we do...

...then we see...

...which leads to...

A modified schedule that gives teachers time to re-teach grade level curriculum lesson and professional development for support staff

More targeted, student focused instruction and collaboration between teachers and support staff

Higher quality instruction and student and staff growth



Action step	Responsible	Timeframe	Status
Create Dewey App	Ms. Summers	select	Not started

**Technology, Communication**

Create a virtual THURSDAY FOLDER	Website administrator, Ms. Lewis, Mrs. Coleman	Aug 27, 2018 to Sep 28, 2018	Not started
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**Technology, Communication**

Have a physical and virtual suggestion box available in offices for parents, emails, robocalls, social media, in person, word of mouth	Poe, Schaefer, Coleman, Lewis, Young	Sep 3, 2018 to Jun 7, 2019	Not started
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**Parent partnerships**

Parent room and big building quarterly projects that will be sent home and need to be completed then students get a reward (like out of uniform pass)	Parent Partnership Team	Sep 3, 2018 to Jun 7, 2019	Not started
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**Parent partnerships, Parent engagement**

Strategy 5

If we do...

improve new teacher on-boarding support, and professional development

...then we see...

smoother running classroom with effective management, strong instruction, and higher teacher satisfaction

...which leads to...

reduction of referrals by (%), students hitting expected NWEA targets (MOY, EOY), on track grades, and improvement in domain 2 and 3 scores (2+ category increase)

Tags:

Professional Learning, Support, New teachers

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Create a new teacher cluster and the scope and sequence for the year	McCarter and rotating schedule of experts	select	Not started

**Professional learning calendar**

Restructure new teacher orientation There should be BMC , transitions, and signature strategy development	Chester-Hecker, Davis, Bell, Gunther	May 21, 2018 to Jun 15, 2018	Not started
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**Professional development, New teachers**

Mentorship program with specific guidelines for mentors	Davis, Young, Bell	May 21, 2018 to Jun 15, 2018	Not started
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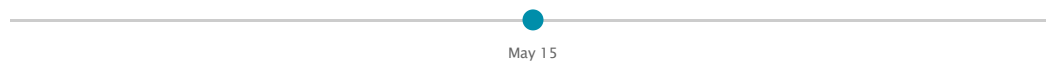
**Mentorship, New teachers**

Action Plan

Strategy 1

**NOT STARTED** Have ILT and Admin determine a time when content clusters can address, plan, collaborate and review authentic student tasks."  
May 28, 2018 to Jun 03, 2019 - ILT

### Status history



**NOT STARTED** May 15, 2018  
**Evidence**  
Completed Scope and Sequence

**NOT STARTED** Implement a teacher pd around the importance of having authentic students tasks and the benefit for our students and practice."  
Aug 27, 2018 to Aug 31, 2018 - ILT and Assessment (CIWP) Team

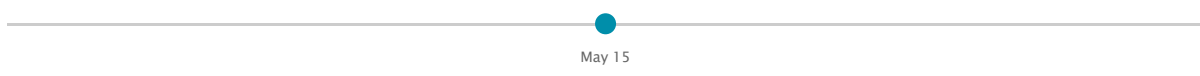
### Status history



**NOT STARTED** May 15, 2018  
**Evidence**  
PD Deck and materials, teacher sign ins and exit survey.

**NOT STARTED** Create an Authentic Student Task google doc resource that is accessible by all staff on the Drive and divided by content areas to generate ideas."  
May 01, 2018 to Jun 08, 2018 - Assessment (CIWP) Team

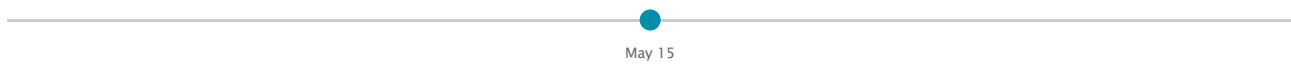
### Status history



**NOT STARTED** May 15, 2018  
**Evidence**  
The live document and folders in the Google Drive

**NOT STARTED** Teachers add a section to their lesson plans that describes the authentic learning tasks that will be provided to the students during each quarter of the year."  
Aug 27, 2018 to Nov 02, 2018 - All Teachers

### Status history

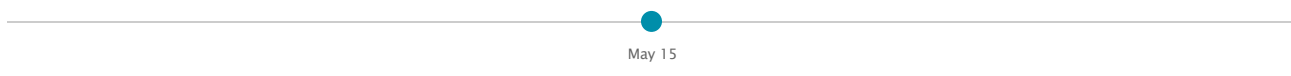


**NOT STARTED** May 15, 2018  
**Evidence**

## Strategy 2

**NOT STARTED** Team will create a schedule that is aligned to the assembly days we will have as a school. During assembly days teachers will use their curriculum block as a flexed targeted instructional day. Teachers will use this time to target the missing skills students have pertaining to their curriculum."  
- Instruction (CIWP) Team

### Status history



NOT STARTED

May 15, 2018

**Evidence**

Calendar, cluster presentation

NOT STARTED

Staff will receive training on any intervention software or resource they use during their personalized learning or MTSS blocks."

Oct 01, 2018 to Nov 02, 2018 - Software Point People

### Status history



NOT STARTED

May 15, 2018

**Evidence**

Meeting Agendas, surveys

NOT STARTED

Create collaborative planning time for support staff and teachers. During this time classroom teachers and support staff will create clear expectations of what they're blocks will look like as well as receive more training on the interventions they will use."

Aug 27, 2018 to Aug 31, 2018 - Instruction (CIWP)Team

### Status history



NOT STARTED

May 15, 2018

**Evidence**

### Strategy 3

NOT STARTED

More frequent PD to give teachers new learning on restorative justice practices."

- Counselor, outside expert

### Status history



NOT STARTED

May 15, 2018

**Evidence**

PD agenda, teacher survey responses from PD

NOT STARTED

Updated security/teacher procedure for students returning from referral to include restorative conversation"

Aug 27, 2018 to Aug 31, 2018 - Dean's Team

### Status history



NOT STARTED

May 15, 2018

**Evidence**

Modified student referral document to include restorative conversation

NOT STARTED

Increase accountability for SEL classes on Fridays and SEL practices during daily advisory/morning meeting"

Aug 27, 2018 to Aug 31, 2018 - Admin Team

### Status history



**NOT STARTED** May 15, 2018  
**Evidence**  
Admin walk on Fridays, SEL best practice for newsletter

#### Strategy 4

**NOT STARTED** Create Dewey App"  
- Ms. Summers

#### Status history



**NOT STARTED** May 15, 2018  
**Evidence**  
App created

**NOT STARTED** Create a virtual THURSDAY FOLDER"  
Aug 27, 2018 to Sep 28, 2018 - Website administrator, Ms. Lewis, Mrs. Coleman

#### Status history



**NOT STARTED** May 15, 2018  
**Evidence**  
Folder

**NOT STARTED** Have a physical and virtual suggestion box available in offices for parents, emails, robocalls, social media, in person, word of mouth"  
Sep 03, 2018 to Jun 07, 2019 - Poe, Schaefer, Coleman, Lewis, Young

#### Status history



**NOT STARTED** May 15, 2018  
**Evidence**  
Boxes present

**NOT STARTED**  
Parent room and big building quarterly projects that will be sent home and need to be completed then students get a reward (like out of uniform pass)"  
Sep 03, 2018 to Jun 07, 2019 - Parent Partnership Team

#### Status history



**NOT STARTED** May 15, 2018  
**Evidence**  
Bulletin Board showcasing projects

#### Strategy 5

**NOT STARTED**  
Create a new teacher cluster and the scope and sequence for the year"



## Status history

May 15

- NOT STARTED May 15, 2018  
**Evidence**  
Monitoring of referrals, NWEA score improvement, agendas and scope and sequence of cluster, REACH improvement
- NOT STARTED Restructure new teacher orientation There should be BMC , transitions, and signature strategy development"  
May 21, 2018 to Jun 15, 2018 - Chester-Hecker, Davis, Bell, Gunther

## Status history

May 15

- NOT STARTED May 15, 2018  
**Evidence**  
Agenda for New Teacher Orientation, Feedback survey from New Teacher Orientation
- NOT STARTED Mentorship program with specific guidelines for mentors"  
May 21, 2018 to Jun 15, 2018 - Davis, Young, Bell

## Status history

May 15

- NOT STARTED May 15, 2018  
**Evidence**  
Mentor scope and sequence, Meeting schedule, Mentor/Partner Notetaker

## 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.

### ESSA Program

ESSA 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.

ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

### Parent and Family Engagement Policy

Complete

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

Parents will be involved in plans and policies by way of inviting parents to the meeting in which those decisions are made, where parents can collaborate with teacher teams to help make the appropriate revisions.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

Ms. Lewis will organize and communicate all parent meetings that will be held on the third Tuesday of each month, the first being September 19, 2018. Families will be notified in advance via monthly calendar and Thursday Flyers to encourage their attendance and participation.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

All suggestions, comments and concerns will be reviewed by the Parent Engagement Team. The committee will effectively collaborate on rather the suggestions are applicable for the current school year or not and create ways in which they can be implemented. Implementations suggestions will be then brought to the Admin team for final approval.

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.

During quarterly report card parent-teacher conferences, teachers will provide parents with a data folder including data from all State assessments as well as any other additional assessments that are being given. If any testing performance reports do not align to report card pick up windows (such as MOY) communication will be sent home reporting students' progress and performance.

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

Parents will be provided with a list of teachers with the status of their child's teachers.

Schools will assist parents of participating ESSA 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.

The Child Parent Centers' Parent Resource Teacher will lead workshops to inform and educate parents around the content, standards and how to support their child's progress.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The Child Parent Centers' Parent Resource Teacher will lead workshops to inform and educate parents around technology and ways to support their child's academic achievement.

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

During Beginning of Year Professional Development that Parent Engagement Team will support teachers in their understanding of a classroom communication system (ie Dojo, Google Classroom, Remind). Teachers will also be able to collaborate with parents a "Back to School" Picnic and Open House.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

Dewey's Child Parent Center Parent Resource Teacher is responsible for ensuring that all parents are participating and actively involved in their child's education. Pre-K parents are required to participate and volunteer 2.5 hours each month. The Parent Resource Teacher conducts weekly parent workshops to train parents on how to be involved in their child's learning process. There are also opportunities for the parents to attend school data nights, school assemblies and various activities that are planned for parent participation.

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

Our Parent Engagement Team will utilize our Thursday Flyer system to ensure that all communications are consistent and visible at all times and in all places that are accessible for parents including the school website, marquee, newsletter, robo calls and weekly Thursday folders. All information will also be communicated in both English and Spanish for our ELL families.

#### Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement 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

#### School-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.)

At Dewey School of Excellence, we are committed to always operating in excellence. We will develop all scholars into college bound graduates, and model citizens through rigorous, engaging instruction, a strong and diverse enrichment program, and a strong school, community, and family partnership. We will lean heavily on these systems to ensure we are meeting the needs of all our scholars in their journey through high school and college graduation. By establishing an inclusive Dewey School community, we will build trust, develop leaders, and promote life-long learning and success for all scholars, families, and staff.

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.

All parent-teacher conferences will be held during quarterly report card pick-up. Dewey will also host a data night for parents to be able to conference with teachers and get an understanding of their child's academic performance in Quarter 3 when CPS does not set a RCPD date.

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 be able to receive weekly updates regarding their children's progress through weekly Thursday folders including graded classwork, assessments and updated data reports. Parents will also receive quarterly progress reports prior to receiving their child's report card.

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

Parents will be able to have access to staff both before and after school for consultations. Teachers will have autonomy to set their own "office hours" to collaborate with parents. Parent can request a meeting with a teacher, the teacher is expected to schedule a meeting within 24 hours of the parent request, and the teacher can request an administrator present at the meeting.

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

The school will follow the CPS procedure of ensuring all parents register through the CPS volunteer website and gain approval. Parents are welcome in the parent room Monday - Thursday from 7:45 - 2:00 pm and on Fridays from 7:45 - 11:45 am for workshops and volunteer activities. Whenever a parent wishes to participate in their child's classroom, they will make a request with the teacher, the teacher will inform the office, and parents will sign in, then escorted to the classroom to observe.

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

Parents will be responsible for ensuring that their children are present to school on a daily basis as well as ensuring that all homework and classwork is submitted on-time. Parents will also ensure that they are reinforcing what their children are learning within the classroom. Parent workshops in the parent room will help develop parents' skills in creating schedules for completing at home tasks, supporting students' learning and making connections to school content.

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 be invited to monthly parent event and LSC (on the same day) to be able to share their ideas, participate and consult with the school. All parents of all grades and contents are invited to gather a variety of perspectives on decisions.

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 take ownership of their own attendance through tracking and earning incentives. They will take ownership of their own academic achievement through goal setting, tracking progress and participating in celebration of learning assemblies to reward their hard work.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Dewey will focus on engaging more parents and families through daily parent room workshops, monthly parent events aligned to classroom work, and quarterly conferences. Training topics will include CCSS, our school curriculums (Creative Curriculum, CKLA, Eureka Math), setting daily/night time routines at home, and financial literacy.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0	.00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 615	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 525	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 150	.00

54505 **Admission and Registration Fees, Subscriptions and memberships**  
For Parents use only.

\$	350	.00
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<p>54205</p>**Travel**  
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	570	.00
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<p>54565</p>**Reimbursements**  
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	300	.00
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<p>53510</p>**Postage**  
Must be used for parent and family engagement programs only.

\$	0	.00
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53306 **Software**  
Must be educational and for parent use only.

\$	20	.00
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55005 **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	54	.00
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