



Melville W Fuller Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/01/2018	McCottrell, Carroll, Whooper, Fields, Anderson, Parks, McCarty, McClain	Analysis and scoring of Expectations for Depth and Breadth of Quality Teaching
03/22/2018	McCottrell, Carroll, Whooper, Fields, Anderson, Fields, Parks, McCarty, McClain	Generating Evidence
04/05/2018	McCottrell, Whooper, Fields, Anderson, Heard, Fields, Parks, McClain, McCarty	Generating Evidence
04/11/2018	Carroll, Whooper, Fields, Anderson, Heard, McClain, Parks, McCarty	Generating Evidence
04/13/2018	McCottrell and Carroll	Strategy Planning
04/25/2018	McCottrell and PAC (Guy, Waters, and Chrisp)	Parent Involvement Planning
04/26/2018	McCottrell and Carroll	Finalizing Strategies
04/27/2018	McCottrell, Carroll, Waters, and Guy	Parent Plan
04/27/2018	McCottrell, Carroll, Mackey, Foster	Fund Compliance, Goals, and Strategy Completion

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

Set the direction and create a sense of purpose...

The school creed and motto acknowledges the expectations that we want for our students

Established an MTSS committee and system to support students and teachers

Knowledgeable of the school's community and most of the situations of our students

Inspire a culture of collective responsibility for the success of All students...

Teachers and staff exhibit concern for students beyond those in their classrooms and beyond former students

Most grade levels recite the creed on a daily basis to inspire students

Empower other to make or influence...

There is an established leadership team with a representative from each cluster.

Members of the staff are asked to take over leadership responsibilities to support instruction, school activities and school environment

A tone is set that welcomes the support and leadership from staff

Employ the skills to effectively manage change.

When staff members reach out to take over a particular task/event/etc. This is presented to admin and they will follow through as identified

Staff is involved in several discussions that associated with change.

Create and sustain a coherent instructional...

Use EngageNY for both literacy and mathematics which aligns with Common Core Standards (K - through 8)

Use several programs via Technology to support instruction and learning (VMathLive; Zearn; Mobymax; RAZ-Kids)

Use the CPS Framework for teaching...

Teachers are evaluated by admin through the use of the CPS Framework which supply

Framework is the guidelines used for Pre and Post Observation forms and conversations

Enable staff to focus and prioritize...

Weekly newsletter (Falcon Flow) identifies focus and expectation for staff

Weekly Cluster meetings tailor focus for staff

Staff meeting (Tuesday AM)

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

Instructional Leadership Team:

Score

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

1 2 **3** 4

Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.

Each ILT meeting is centered around discussing instructional strategies and programs within the school, why we are doing them, how they can be implemented, and then reviewing them to make any changes.

However, this is not consistent when standardized testing is occurring and ILT meetings do not occur.

Share leadership for improving teaching and learning with representative school members.

Conversations for each ILT meeting centered around three core focus areas for school.

There are nine total ILT members including the principal, school counselor, academic coach, specials teacher, primary teacher, intermediate reading, intermediate math, middle school reading, and middle school math.

Use protocols and ask probing questions.

ILT is centered on three core school foci and meetings and discussions are driven by the foci.

However, the team does not consistently develop and utilize a protocol that connects each meeting to one another. At times, meetings are reactive to what is going on currently in the school

Use timely and relevant data/evidence sources.

Weekly review data relevant from previous week(s), including standardized assessment data, attendance data, and climate/culture data.

Analyze data as a whole school, grade bands, grade levels, homerooms, specific small groups, and individual students. Use this analysis to design small group instruction initiatives for school, come up with attendance incentives, and adjust approaches to whole group instruction.

Schedule and structure frequent meetings.

Meet weekly for one hour to ensure 3-4 meetings per month except during standardized testing periods.

Receive materials for meeting prior to arrival when pre-work or pre-thinking is needed, otherwise agenda is clearly established and stated at beginning of each meeting.

Collaborate effectively, value transparency, and inform and engage stakeholders.

Each ILT member participates in the discussion each meeting and completes analysis of school practices.

Engage in school, class, and individual shout-outs to highlight what's going well when analyzing data.

Inconsistent communication to the rest of the staff regarding what ILT is working on. Staff is made aware of key data during weekly cluster meetings with administrator. Staff knows what ILT is working on when school improvement days occur once a quarter, but not consistently throughout the quarter.

Build the capacity of teacher teams...

Teacher teams currently focus on analysis and development of the curriculum, but do not yet lead cycles of learning. Taking on leadership of cycles of learning is an initiative for the upcoming school year.

Teachers are leading a pilot on the iReady program to determine if the program is one we would like to use for small group instruction, enrichment, and intervention for the upcoming school year.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

Evidence -

Select and design professional learning to achieve school-wide improvement, including closing priority group achievement gaps: Administration facilitate Institute week at the beginning of the school year which focuses on curriculum implementation, best practices, deep diving into respective content areas and classroom management.

School year is design based on "three big rocks" and yearly clusters are designed around those to ensure that professional learning and school-wide improvement is insync.

Implement and sustain on-going, job-embedded professional learning:

Admin team facilitates weekly individualized coaching/cluster meetings for teachers to provide continued support in their respective content areas.

Administration and teachers attend outside professional developments that offer extended support for programs/curricula that is being implemented in the school.

Structure time for teachers to collaborate and learn together:

Teachers facilitate floor/grade band meetings

We need to create schedules that allow teachers to be able to conduct peer observations and provide feedback from colleagues

Make safe practice an integral part of professional learning:

Administration allocates ample time for teachers to receive individualized coaching/cluster meetings to allow teachers to address concerns, challenges, and strategies to improve skills and classroom practices within the curriculum for success.

Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes:

Administration conducts weekly classroom walk-through to assess teaching, classroom structures and pacing and provides feedback immediate feedback to teachers

Provide induction and support for new teachers:

The new teachers were given "a mentor" (colleagues or admin) with scheduled weekly meetings during clusters.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.

- Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make ‘safe practice’ an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of ‘learning experiences’ for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
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"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

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

Design a school day that is responsive to student needs.
Prioritizes reading and math instruction (embedding ample time for SGI in all grades and intervention for grades 6-8)
Not as much emphasis on science and social studies
We do, however, use the time blocks established for science and social studies with plans for renewed emphasis in SY 2019

Align the budget to the CIWP priorities and the mission of the school.
Our CIWP priorities relate to our mission of academic excellence, core values of respect, responsibility, integrity, safety, and enthusiasm
Field trips must meet the CIWP priority requirements and staff must provide justification to the principal for a trip
Language! Live, Coach Digital, Reading A-Z and VMath (potentially iReady in the upcoming school year) are used, but next year they will align explicitly to our CIWP priority on instruction and balanced assessment and grading

Streamline purchase procedures to minimize lapses between ordering and receiving materials.
There is a process in place for teachers to provide the principal and clerk with lists of items or instructional resources needed to enhance instruction. The process, however, can break down with distribution (with about a 1 week timeline for distribution)

Evaluate, to the extent possible, the consequences for student learning of resources allocation decisions to develop an evidence base of outcomes of particular uses of resources.
Resources, particularly those for SGI, are based solely on data (student assessment and teacher practice) and adopted with the purpose of closing gaps and accelerating learning for various groups of students.

Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.
Staff members are allowed to attend interviews of candidates in their grade/subject.
Staff members also provide feedback on demo lessons, generating team recommendations for hires.

Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
Teachers' preference sheets are honored to the greatest extent possible and all team members are provided with coaching throughout the school year to get better overall and in particular areas.

Effectively utilize Related Service Providers at the classroom level.
Currently, only our social worker works directly with classroom teachers and the counselor to provide anger management groups to students based on parent or staff recommendation.

Use data including teacher evaluation and exit interviews to inform a retention strategy.
At Fuller, we use REACH, routine non-evaluative observation data, cluster meeting focus next steps and implementation, along with student assessment data to inform retention strategies.

Make outreach efforts to engage community members as partners and resources.
This area is a continued growth area for Fuller.

Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
Currently, Fuller partners with Bright Star and the University of Chicago to help bring resources and applicable data to support our SEL focus, family engagement, and to steer families to appropriate social service organizations.

Guide for Aligned Resources

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

- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

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

Aligned units of instruction to scope and sequence maps and pace units and lessons appropriately.
 Teachers use EngageNY curriculum and are provided with a scope and sequence.
 Unit plans are prepared before the unit starts, detailing how long the unit will take and the amount of lessons.
 Lesson plans are completed prior to lessons and identify the amount of time provided to each part of the lesson.
 Teachers review lessons and exit tickets to decide if students need more foundational skills or increased rigor prior to lessons.
 Exit tickets are reviewed and scored daily
 Teachers reteach the whole class, small groups, or individuals based on daily formative assessments.

Utilize the 'big ideas' that should be taught to determine whether.
 Unit plans are completed prior to the start of the Unit, include taking the end of module and mid module assessments to determine the main points and learning that students should walk away with by the end of the unit.

Expose and extend opportunities...
 Small group work with DiBels and Words Their Way
 Grade level decodable readers
 Establishing groups associated with DiBels.
 Building on comprehension
 Engage all learners in content...
 Some teachers differentiate
 Diverse learners are not always engaged in the content area during small group lessons.
 DL are not entirely demonstrating core knowledge
 Advanced learners are sometimes given challenging questions and asked to elaborate on their thinking.
 Integrate academic and social emotional learning...
 Academic learning occurs daily in small groups and whole group lessons.
 Social emotional learning happens on Fridays, but the curriculum around this instruction is not clear with resources and lessons with each grade level.
 Connection to real world, authentic application...
 Project based learning is not occurring throughout the building.
 We are not partnering with an institution: schools, museums, or the community to integrate field based learning.
 Curriculum is not culturally relevant in primary
 In higher grades the curriculum, Black History topics within lessons.

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

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 and expectations of the standards:
 Use of Engage NY in both reading and math (Pre-K through 8)
 Use of resources for small group instruction that aligned to standards: V-Math, Mobi Max, mClass, Language Live and I-Ready etc.
 Interactive Science is used for all grades
 Varied and flexible:
 Teachers have instructional materials based on curriculum, student needs, learning styles, and teaching style (i.e., manipulatives for students who need concrete examples to make the learning stick)
 Teachers are encouraged to use a variety of methods and resources based on student need
 Teachers are encouraged to use strategies like Everybody Writes and Habits of Discussion to gauge student learning and needs to adjust instruction
 Intentionally planned by identifying...
 Teachers participate in weekly cluster meetings where lessons are analyzed and annotated based on the students in the room.
 Teachers determine which questions/problems are most applicable to the class as a whole and sub groups/individuals and adjust their materials, pacing, and discussions accordingly.
 Teachers use data (like ANet, SGI trackers, and MOY NWEA) to adjust instruction as needed
 Equitably available and accessible...
 All teachers have the materials they need to teach the variety of students in their classes: whole group, small group, and intervention materials.
 Teachers are currently piloting iReady for a potential school-wide pilot (Grades K-8, in both reading and math, next school year)
 We currently do not have any ELL students
 While we don't have a central location for reference or resource materials, teachers are often referred to these materials and they can be ordered for teachers as requested
 Includes multimedia and embedded, just-in time supports...
 V-Math, Zearn, Coach Digital and MobiMax are used to support math and literacy instruction across all grade levels.
 Students access instructional programs through computer lab resources, as well as via Chrome Book and IPADs.
 Various web-based tools such as youtube, google classroom, electronic articles, and Common Lit, are used to engage students in different modalities in the learning process.

Include tools and supports needed to access...
 Socratic seminars and peer discussions are used in the middle school as a means for student expression.
 Teachers use sentence stems, anchor charts and other visual prompts throughout instruction across all grade levels.
 Coach Digital is used a curricular resource to engage students in higher order thinking.
 GarageBand, Soundtrap, and Google photos are utilized in performing arts as a means for individual student expression as well as creative group projects.

Include alternative pathways including choice of content...
 While students are not directly involved in the decision making around instructional materials, materials across all subjects address a variety of student needs. Knowledge center resources such as read aloud utilized from k-4. RSPs support teachers as needed.
 Math Manipulatives, Coach Digital, and Chrome books are examples of non-print supplies used to engage students in hand-on learning.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

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

Begin with the belief that all students can learn
 School motto/creed was designed to highlight student's capabilities and expectations in a most positive manner
 TDQ goals displayed in the building
 Positive school culture team
 SEL instruction supports student's growth mindset
 Marker board displays learning objectives as standards for students
 Reviewing and discussing individual NWEA progress, growth, and targets with students
 Plan and assign tasks that are cognitively challenging...
 Following Engage/Eureka curriculum which allows for whole group and small group instruction
 Teachers consistently circulate to check-in on individual students
 Tasks reflect the key shifts in literacy
 Complexity
 Text is grade level for whole group and at student level for small group and individual
 Text connect to vocabulary in the Read-Aloud
 Evidence
 Which Use of Habits-of-Discussion
 Everybody Writes
 Knowledge
 Use of Habits-of-Discussion
 In several subject areas a question is given Everybody Writes
 Tasks reflect the key shifts in mathematics
 Focus
 Coherence
 Rigor
 Provide opportunities for students to create authentic work for real audiences...
 Engage Curriculum provides opportunity for review of Domain for each the
 Examine student work to identify and showcase the qualities of strategic thinking...

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"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2.b. Establishing a Culture for Learning 3.b. Using Questioning and Discussion Techniques 3.c. Engaging Students in Learning
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"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Observation Tool ✓ Checking In: Do Classroom Anticipations Reflect Today's Higher Standards? ✓ Student Work Protocol (SQIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

Counselor uses the 6 to 16 curriculum
 Counselor provides all 8th graders with personalized meetings (including with their parents via phone or in person) to develop high school plans
 Counselor takes middle schoolers on a college tour each year
 8th graders take an additional college tour to the University of Wisconsin
 College-going culture needs a lot of work at Fuller. We mostly only focus on college and career during the middle school years.

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 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - 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"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships awarded ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for	<ul style="list-style-type: none"> 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"> ✓ Everything College ✓ CPS Authority Framework ✓ Transitioning college plans from meeting equity ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
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

Plan a range of effective pedagogical approaches

When planning the lesson teacher's assess the skills students will need to walk away with as well as the rigor/instructional priorities associated with each lesson.

Teacher's compete the student work and identify misconceptions that may arise during the lesson, putting themselves in the mindframe of a student.

Effectively communicate with students

The objective of each lesson is posted on the markerboard. Students are instructed to read the objective and sometime discuss what they believe they will be learning each day.

In planning, misconceptions are addressed which is also followed through with the lessons having built in time for error analysis and student modeling.

Word problems and stories are changed to incorporate students names. Topics are picked based on the interest of students.

Think-Pair-Share, Write-Pair-Share, or Everybody writes along with classroom discussions happen daily in order to help students deepen their understanding of the concepts and expand upon their thinking.

Vocabulary is apart of the expectation when students are completing any assignment in Reading or writing/talking about Math daily.

Use questioning and discussion as techniques to deepen student understanding

With each lesson, teachers plan a low level and high level question to enhance the procedural and conceptual understanding of students.

The higher order thinking questions are designed to enhance metacognition, making it where the students become creators and designers using the taught skills of the lesson or prior lessons.

Students have to track the speaker and engage in a "I agree/disagree" because dialogue, citing evidence from a text or prior example/strategy.

Engage students in learning

In planning, questions and tasks are identified as being for higher students or students who may need more scaffolding.

Supports are mostly provided for students who need more help in obtaining the lesson.

Monitor the effect of teaching on student learning and integrate formative assessment into instruction.

Checks for understanding are done in every lesson, from students holding up whiteboards, cold call, giving responses on fingers, teachers taking notes on clipboards while walking around to check student work.

In the moment, teachers will stop instruction if students are not comprehending and reteach the lesson in a different way or with another strategy.

If students are understanding the concept quickly, teachers will quickly adjust the lesson to increase the rigor and higher order thinking to create a challenge for students.

Persist in adjusting instruction

When students are struggling, teachers immediately act by posing a question to students to help guide their thinking or providing them with tools they can use to help them.

Small groups are pulled based on formative assessments in order to diminish the gap in understanding of the content.

Progress monitoring is done with small group instruction with anecdotal and a small group tracker. Also Exit ticket trackers are used for whole group instruction and are posted to reflect the data over a 5-6 week period. The exit ticket trackers show the progress of the lesson from when it was first delivered to the reteach of the lesson as a response for intervention.

Foster Student ownership. Create opportunities for students to have a choice in instructional tasks.

There are classrooms that allow students to have some choice in the instructional tasks they will be completing. This would be a choice board for independent work, computer work, or partner work.

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

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

Component #1: Multiple Measures - 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

Multiple Measures Evidence
 Module Assessments
 Homework
 Classwork from WGI
 Small Group Instruction
 Personalized Learning Data
 Exit Tickets

Needs:

School Assessment Calendar, Grade Distribution Reports to support on-track reports, data conferencing about grades and personalized learning data, Focus for Primary (esp. Reading), Projects/Presentations

Component #2: Screening, Diagnostic, and Progress Monitoring Evidence - 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)

Screening, Diagnostic, and Progress Monitoring Evidence

BOY Assessments (Reading 3D, NWEA for Primary); MOY (NWEA for all grades); EOY (NWEA for all Grades)
 ANet Assessments (Quarterly)

Needs:

BOY for all grades to track summer learning loss; MOY and EOY benchmark that is computer-based to track growth on individual domains/groups of skills
 Progress Monitoring Fidelity with all grades (beyond the SGI exit ticket data)
 Extra supports for Tier 2 and Tier 3

Component #3: Assessment Accessibility - 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

Assessment Accessibility Evidence

We are currently NOT providing very many accommodations and modifications for interim or diagnostic assessments; we are, however, providing them for NWEA and PARCC

No DL specific meetings are currently taking place to look at student work or share best practice

Component #4: Reflect Key Shifts in Literacy/Math - Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)

Reflect Key Shifts in Literacy/Math Evidence

Our assessments that are apart of the Engage NY curriculum and ANet reflect the CCSS shifts in literacy and math. Our assessments combine both traditional testing (multiple choice items) with more performance task oriented assessments (like constructed response) in both subjects. Daily exit tickets for WGI include both teacher created items and curriculum provided ones.

Component #5: Measures Academic Language Development - Utilize assessments that measure the development of academic language for English learners

Measures Academic Language Development Evidence

This component is missing because we currently only have one EL student, and he is in preschool

Component #6: Instructional Effectiveness - Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs

Progress Monitoring Evidence

Principal monitors personalized learning data at least once every 2 weeks. Middle school teachers analyze personalized learning data on a weekly or bi-weekly basis.

Primary teachers have a progress monitoring calendar

Continued growth percentile increases in reading and math

Needs:

Consistent monitoring of data from personalized learning across ALL grades pre-K through 8 in both subjects (reading and math)

Unified personalized learning platform across subject and grades to monitor student growth throughout the year

Focus on improving attainment levels

Teacher and admin monitoring of progress monitoring in primary grades

Component #7: Assessment Literacy - Improve and promote assessment literacy

Assessment Literacy Evidence

Quarterly assessment analysis meetings (ANet)

Assessment previews focused on standards

Action planning based on assessment data (ANet, NWEA, etc.)

Analysis of constructed response items and their connection to multiple choice items

Component #8: Effective Grading System - Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

Effective Grading System Evidence

Balanced grades by letter (no super F's)

Common weights

On-track reports

Needs

work unifying gradebooks beyond just the generic weights; need to codify sample assignments for each grading category

Grade distribution charts

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 (CSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

Persist in adjusting instruction so individual students misunderstandings or advanced needs are successfully accommodated. Teachers are asked to adjust their instruction based on formative and informal assessments during whole group instruction. Teacher also develop small group lesson plans according to assessment data provided by A-Net test and NWEA winter assessment.

Teachers adjust small group plans based on on the results of exit ticket data. This impromptu adjustment to small group is an effective way to help students who struggle on that days learning targets.

Teachers use a variety of progress monitoring tools such as small group tracker, vmathlive data, MobyMax data, and Language Live data to track struggling students and provide assignments during small group instruction that is tailored to the struggling students needs.

Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learner's individual need (personalized Learning).

Students are empowered to advance their learning through positive reinforcement, competitions between grade levels(ex. 6th grade vs 3rd grade: Multiplication facts), exit ticket trackers, Reading to other grade levels (8th graders read to Kindergarten). Students are given a daily opportunity to demonstrate their mastery via a daily learning target. In addition, based on exit ticket trackers data, students are given the opportunity to redo the previous days exit ticket.

All learner specific needs are taken into account. Students are divided into academic groups: red being the lowest performing students, blue being the higher performing students. Student small group instruction is then tailored to those student groups. Diverse learners spend majority of their class time in the whole group setting. They are taught grade level curriculum; however, modifications are made via assessment and worksheets based on their IEP to ensure mastery in students individual goals. Provide universal SEL instruction/strategies to promote a positive school climate where all students social and emotional growth is being addressed.

Every Friday morning, students are given an SEL lesson based on a monthly theme (respect, self control, etc). Teacher are offered the opportunity to diverge from the monthly theme if the teacher believes that there is a necessary SEL strategy/lesson for their particular class. However, this has practice has not completed found its way into the whole class instruction given Monday through Thursday.

ON-Track

Administration monitors on-track data. Teachers are shown on-track data at least twice a quarter. Teachers are then asked to develop plans to increase on-track. As a school, we are working on identifying the root cause for grades and developing strategies to increase our schools attendance.

TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers to plan and monitor targeted students support with varied instructional strategies and SEL support of varying degrees of intensity for all students.

Teachers work with RSPs when they are provided. Typically, teachers are in contact with our schools case managers. As a school, develop interventions for students or groups of students not making adequate progress via behavior.

Tier 2&3 - Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year support as described in Elementary school promotion policy

Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environment.

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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.

1 2 3 4

Systems and structures allow for emphasis on teaching and learning. School wide culture and climate plan was developed emphasizing that all cultural, schedule, and climate decisions should be made to maximize time for (and reduce distractions that get in the way of) teaching and learning.

Staff adherence to the master schedule, use of the MBC, emphasis on joy factor, varied instructional environments (i.e., whole group, small group, personalized learning, SEL, etc.) foster an environment of learning

School-wide monthly SEL focus areas and a pervasive universal focus on growth mindset

School-wide strategies for writing and discussion (Everybody Writes/Habits of Discussion)

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"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
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"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/SEL) ✓ ASCA Mindsets & Behaviors 	

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

Create a culture that reflects a shared....

Closely analyze and annotate the Engage NY lessons to draw connections to the real world and increase student engagement.
Demonstrate, teach, and monitor daily student discussions around math problems, reading passages, etc.
Read and evaluate the objectives written in Engage NY and, when necessary, rewrite the objectives in student-friendly language so students can know the academic goals each day.
Begin the day with small group work and activities to encourage students to arrive to school on time.
Out-of-uniform pass, attendance parties, listening to music in the morning, etc. to encourage student attendance each day.

Convey high learning expectations...

All students participate in grade-level whole group instruction based on Engage NY curriculum daily, while also receiving small groups designed around their NWEA RIT scores daily to ensure intervention and enrichment surrounding their individual level of learning.
Quarterly awards ceremonies to celebrate the academic and extracurricular achievements students have earned.
Social-emotional learning around growth mindset versus fixed mindset to teach students how to persevere.
Explicit teaching of how to disagree or agree in a class discussion to encourage the respect of all students' ideas and allow for misunderstandings, struggles, and mistakes to happen without a student feeling isolated or ashamed.
Design opportunities for every student to write in every class and create scaffolds so that all students have an access point to the assignment.
TDQ chart in the front of the school displaying school-wide goals for the year.
Post NWEA Map scores, target goals, and progress throughout the year to encourage high achievement and growth.
Hallway posters displaying student behavior expectations, joy factor in learning, and bulletin boards displaying student work.
Encourage students to take ownership...
Teachers create opportunities for students to revise work and reflect over progress to make improvement, however, there is inconsistent buy-in from the students.
At certain points in class, everyone writes about a question, then there is a discussion and then a set time for students to revise their original answers. (Everybody Writes Cycle)
Students regularly write in the language arts classroom and conference with their teacher to then review and revise their own writing. Students are responsible for revisions on their own.
Students are given daily exit tickets that include the criteria for success as a checklist to utilize as they complete the problems.
Provide students frequent, informative feedback...
Teacher-Student conferences around writing tasks to provide personalized feedback one-on-one.
Grades are updated weekly and visible to students online. Teachers make a point to discuss the grades and progress students are making.
Teachers grade student exit tickets daily and provide small groups to intervene on misconceptions and understandings. Students receive exit tickets back regularly so as to see their progress.
Teachers have various student shout-out protocols to celebrate successes within the classroom.
Develop academic mindsets and behaviors.
Teach specific social-emotional lessons designed to teach growth mindset versus fixed mindset and engage students in discussions around what mindset they are practicing.
Embed joy factor into the lessons and school activities to make students excited to come to school and happy and motivated to learn.
Positively narrate every class to encourage a positive classroom environment and ongoing student choice that enhances their learning.
Teach and monitor discussion techniques to include all students in partner and group discussions that are respectful and help students feel safe in the classroom.
Teachers are active within the classroom, cycling around the room, monitoring academics and behaviors to ensure a positive classroom environment in which all students are safe and feel encouraged.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/se)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

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

Study Politics:

Teachers across grade levels teach social studies to students which include the study of government and politics

Students begin learning about community in primary and continue to learn about their role and being a valuable member in their community throughout their years at Fuller

Become informed voters and participants in the electoral process

Students learn about the electoral process throughout grade levels

Students are not yet eligible to vote

Engage in discussions about current and controversial issues

Students are exposed to current and controversial issues in a variety of ways including, researching topics, exploring through the text provided by the curriculum, and read alouds

Students are familiar with the habits of discussion and can successfully participate in classroom discussions

In each classroom, students are able to respectfully discuss their beliefs and understand that others may have different beliefs

Explore their identifies and beliefs

Teachers create open ended questions to allow students to share their experiences. In reading, students are able to share personal experiences through narratives.

While students are able to have productive conversations about different perspectives, students struggle to understand the perspectives of others. When issues arise, students have difficulty understanding the others perspective

The staff at the school is extremely reflective. This shows through conversations about students and adjustments to instructions and recess plans

Exercise student voice

Students participate in student government

Teachers successfully integrate student experiences in the classroom by including materials that are of interest to each child

Authentically interact with civics leaders

Students are rarely given the opportunity to interact with civics leaders.

Starting in March 2nd and 3rd grade have been receiving "career talks" in which professionals and members of the community come in to explain their career and encourage students to ask them questions; however this should continue with other grade levels

Engage with their community

8th grade completes 1 community service project in order to graduate and are encouraged to complete 1 independently

8th grade and 3rd grade have a year long partnership where students practice team building skills, fluency in reading, and math activities to build community in the school

Take informed action where

In Student Council, students have plan a food drive to help community members outside of school through the Greater Chicago Food Depository; student led the entire initiative including speaking to representative at the Food Depository

In the EngageNY curriculum students are able to identify issues and create a response to these issues; for example in 3rd grade students research wolves and problems that wolves face. Students then create a story where wolves face a problem and find a solution

Experience of schoolwide civics and culture

Students participate in student council and are looked at as civic leaders in the school

ELA curriculum infuses civic learning through project based learning

Student Council helps with climate in the building including planning minute to win it challenges across the school, field games, spirit week, and school dances

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"> • MYNS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SE projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
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 2c. Enabling Students to Learn
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

Ensure students and adults feel physically, socially, intellectually, and emotionally safe
Some efforts are made to make it where all parts of the school community feel safe, with regards to drills, keeping doors closed and locked.
Work needs to be done around the way situations are handled when members of the school community feel unsafe. What acts in furtherance are occurring and why?

Provide clear procedures for reporting and responding to safety concerns
There is a goal and expectation of Joy throughout the building.
Daily expectations are framed in a positive manner. Misbehavior is address in ways that promote the good actions taken place to encourage a switch from the behavior that does not meet the expectation to actions that are aligned with the expectations.
Manage efficient and orderly transitions between activities.
The building has a policy of level zero in the hallways, as well as how to line up and which direction to walk down the halls when going in certain directions.
Work is needed on students contributing to the management of routines.
Work is needed on ensure that transitions are orderly and efficient for all staff.

Provide a framework for positive behavior throughout the school based on shared values and expectations
There is a shared expectation of displaying joy throughout the day even with challenging situations.
When students are giving consequences restorative conversations take place in a timely manner.

Teach, model, and reinforce (by all staff members) clear behavior
Staff members attend institute week at the beginning of the school year where the expectations of the school environment are outlined. Staff buy-in and holistically enforce expectations with students.
Teachers post classroom expectation inside of their classrooms and practice routines to ensure safety and order amongst students.
The school pledge is posted around the school building that highlights the behavioral expectations of the students.
Admin reiterates through our weekly Falcon Flow best practices on student behaviors and expectations.
Have a voice and take informed action.
One on one conferences are held with students regarding their performance in whole group, small group, on formative and summative assessments.
Work is needed with regard to students leading school improvement projects. Some work has been done by Student Council with regard to setting up a committee.
Work is needed with students participating in decision making
Work is needed with regard to students researching and identifying issues and advocating for solutions

Emphasize proactive, instructive and restorative approaches to student behavior and minimize punitive consequences through policies and procedures.
Misbehavior is corrected, but sometimes issues are not addressed by the staff that is requested, causing more disruption to the learning environment.
Work needs to happen around the effectiveness and timeliness of consequences, so students that cause huge disruptions to their learning and the learning of their peers are receiving the necessary resources and supports to minimize the loss of learning.

Clarify criteria for office referrals versus classroom managed behavior.
During institute week staff discuss what infractions are office referrals or classroom managed and teachers own the responsibility of handling the infractions that have been identified as classroom managed behaviors.
The student code of conduct is implemented.
Work needs to be done around having clear expectations with regards to consequences for all behaviors and who/how those consequences will be implemented

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

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

School-wide systems and routines have laid the foundation for the work that needs to be done around restorative approaches to discipline. Teachers and students are now ready to consider impact, collaborative design of the learning community, and collective responsibility.

Needs include a unified restorative mindset, school-wide restorative language, menus of support by tier, communication and branding of the vision for restorative approaches, and the inclusivity of student voice.

SEL monthly focus was only partially adopted this school year, so clearly codified expectations, training, look-for tools, and monitoring and accountability are needed

The entire school community needs support in shifting from a blame-oriented and punitive culture to a root cause analyzing and appropriately responsive one

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

1 2 3 4

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.

School shares status updates with parents via the school-wide at least three times a quarter. The school attempts to be responsive to parent and family needs but is not always successful. The school community tends to be divided among those who feel strongly connected to the school and those who don't. Oftentimes, these feelings swing sharply based on incidents/issues, rumor, and misinformation.

The school has been inconsistent in communication with families (newsletters, website updates, backpack mailings, phone blasts, and Remind messages). Not all staff regularly communicate with families, even when incidents arise.

Moving forward, our schools needs to prioritize more authentic partnerships with parents, establish and publish a parent-friendly calendar of events, and monitor the quantity and quality of parent involvement in the school.

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	
	<ul style="list-style-type: none"> ✓ 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
Suggested Evidence	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ 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	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

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

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
National School Growth Percentile - Reading					
The 2018-19 Goal increases our SQRP score to 4 points. The 2018-19 Goal positions us to continue to demonstrate growth on SQRP with a score of 4 during the 2019-20 academic year.	68.00	71.00	80.00	60.00	65.00
National School Growth Percentile - Math					
The 2018-19 Goal increases our SQRP score to 5 points. The 2018-19 Goal positions us to continue to demonstrate growth on SQRP with a score of 5 during the 2019-20 academic year.	57.00	88.00	90.00	60.00	65.00
% of Students Meeting/Exceeding National Ave Growth Norms					
The 2018-19 Goal increases our SQRP score to 5 points. The 2018-19 Goal positions us to continue to demonstrate growth on SQRP with a score of 5 during the 2019-20 academic year.	53.10	63.20	65.00	66.00	70.00
African-American Growth Percentile - Reading					
The 2018-19 Goal increases our SQRP score to 5 points. The 2018-19 Goal positions us to continue to demonstrate growth on SQRP with a score of 5 during the 2019-20 academic year.	68.00	71.00	80.00	80.00	85.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading					
The 2018-19 Goal increases our SQRP score to 3 points. The 2018-19 Goal positions us to achieve an SQRP score of 4 during the 2019-20 academic year.	60.00	13.00	30.00	40.00	50.00
African-American Growth Percentile - Math					
The 2018-19 Goal increases our SQRP score to 5 points. The 2018-19 Goal positions us to continue to demonstrate growth on SQRP with a score of 5 during the 2019-20 academic year.	57.00	88.00	90.00	90.00	95.00
Hispanic Growth Percentile - Math					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Math					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Math					

The 2018-19 Goal increases our SQRP score to 4 points. The 2018-19 Goal positions us to continue to demonstrate growth on SQRP with a score of 4 during the 2019-20 academic year.

78.00	28.00	60.00	50.00	55.00
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National School Attainment Percentile - Reading (Grades 3-8)

The 2018-19 Goal increases our SQRP score to 3 points. The 2018-19 Goal positions us to achieve an SQRP score of 4 during the 2019-20 academic year.

20.00	22.00	30.00	30.00	35.00
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National School Attainment Percentile - Math (Grades 3-8)

The 2018-19 Goal increases our SQRP score to 3 points. The 2018-19 Goal positions us to achieve an SQRP score of 4 during the 2019-20 academic year.

17.00	25.00	35.00	30.00	35.00
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National School Attainment Percentile - Reading (Grade 2)

The 2018-19 Goal increases our SQRP score to 3 points. The 2018-19 Goal positions us to achieve an SQRP score of 4 during the 2019-20 academic year.

8.00	36.00	35.00	30.00	35.00
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National School Attainment Percentile - Math (Grade 2)

The 2018-19 Goal increases our SQRP score to 3 points. The 2018-19 Goal positions us to achieve an SQRP score of 4 during the 2019-20 academic year.

6.00	32.00	35.00	40.00	45.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Average Daily Attendance Rate

The 2018-19 Goal increases our SQRP score to 5 points. The 2018-19 Goal positions us to continue to achieve an SQRP score of 5 during the 2019-20 academic year.

95.20	95.10	95.50	96.00	96.50
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My Voice, My School 5 Essentials Survey

Well Organized with an emphasis on restorative practice and strategic partnership on parent involvement we should continue to achieve well organized n 2019-2020

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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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...

provide explicit instruction during SGI (using the gradual release model) to teach skills of which students have little foundational knowledge and/or have had a history of difficulty or failure

individual students or small groups of students with related skill levels demonstrate greater levels of proficiency with academic concepts

overall increase of class and grade averages on subsequent benchmark/diagnostic and district-wide assessments

Tags: Small group instruction, Benchmark assessment, Explicit instruction

Area(s) of focus: 1, 2

Action step	Responsible	Timeframe	Status
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Provide updated and ongoing training to all staff members regarding appropriate implementation of shared resources for small group instruction (e.g., VMath, iReady, and mClass, and/or Language! Live)

Principal
Academic Director
Vendors'
Implementation
Specialists

Aug 27, 2018 to
Jun 15, 2019

Not started

Small group instruction, Calendar, Training

Observe (in person or through video) SGI practices within and across grade bands to provide feedback, personally reflect, and/or action plan for effectiveness and quality of SGI at least once a month

Principal
Academic Director
Classroom Teachers

Oct 2, 2018 to
Jun 14, 2019

Not started

Small group instruction, Calendar, Observation and feedback, Personal reflection

Embed data analysis (iReady reports, student work via exit tickets, weekly assessment, and/or SGI tracker) into cluster meetings focused on small group instruction (every other week) to gauge effectiveness of SGI.

Principal
Academic Director
Teacher Leaders

Sep 3, 2018 to
Jun 14, 2019

Not started

Data analysis, Small group instruction, Calendar, Meeting agenda

Strategy 2

If we do...

codify expectations and protocols to routinely analyze data (both qualitative and quantitative) by subgroup (particularly for students with DL needs and students with behavioral challenges)

...then we see...

research-based action plans with higher quality differentiation for academics and behavior

...which leads to...

higher pass rates for courses, a reduction in classroom removals, and increased growth on student assessments

Tags:

Data analysis, Protocols, Differentiation, High expectations, Behavior management, Action planning

Area(s) of focus:

2

Action step

Routinely conduct SWOT analyses of on-track rates, grade distribution, diagnostic, NWEA, and/or Student Logger data by sub-group (DL students and students with behavioral challenges)

Responsible

Principal
Academic Director
Dean
Counselor
Teacher Leaders

Timeframe

Jun 1, 2018 to
Jun 19, 2020

Status

Not started

ILT, Data analysis, Teacher leaders, Action planning, Swot analysis

Routinize data conferencing and goal setting with students in priority groups

All Staff

Jun 27, 2018 to
Jun 14, 2019

Not started

Grading, Reflection, Student ownership, Goal setting, Data conferences

Monitor weekly grade entry according to established school-wide criteria

Grading Coordinator
Principal

Sep 10, 2018 to
Jun 14, 2019

Not started

Grading, Monitoring and accountability, Grading expectations

Strategy 3

If we do...

establish a school-wide vision and explicit tiered expectations for restorative practices

...then we see...

increased positive relationships within the classroom and in common spaces and a decrease in disruptions and disciplinary issues

...which leads to...

increased time on task, positive associations related to school as measured by 5E, and improved on-track rates

Tags:
Restorative practices

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Research, Book study, Climate and culture team			
Conduct a virtual book study of the CPS Restorative Practices Guide and Toolkit to help create a vision for restorative practices at Fuller	Dean Counselor RP Lead Teacher	Jun 1, 2018 to Jul 14, 2018	Not started
Create a vision for Restorative Practices at Fuller	Dean of Students Counselor RP Lead Teacher	Jul 16, 2018 to Jul 26, 2018	Not started
Vision, Restorative practices			
Secure training dates from OSEL for Restorative Practices 101 (or develop PD from OSEL tools on the knowledge center) that concentrates on Tier 1 (emphasizing an overview of the difference between punitive vs. restorative discipline, restorative justice mindset, restorative language, and restorative justice in the classroom) for institute week and quarterly thereafter	Dean Counselor RP Lead Teacher	May 1, 2018 to Sep 28, 2018	Not started
Professional development			
Establish a menu of supports for restorative discipline with rationales for use	Dean Counselor RP Lead	Jul 16, 2018 to Aug 17, 2018	Not started
Restorative practices			
Reestablish morning meeting expectations and protocols across all grades	Dean Counselor RP Lead	Jul 16, 2018 to Aug 31, 2018	Not started
SEL, Tier 1, Restorative practices			
Tier 1 restorative practices walk-throughs occur three times a quarter for the first semester of SY 2019	Dean RP Lead Counselor Principal	Sep 4, 2018 to Feb 1, 2019	Not started

Action planning, Monitoring and accountability, Walk-through, Peer observation and feedback

Action Plan

Strategy 1

NOT STARTED

Provide updated and ongoing training to all staff members regarding appropriate implementation of shared resources for small group instruction (e.g., VMath, iReady, and mClass, and/or Language! Live)"

Aug 27, 2018 to Jun 15, 2019 - Principal Academic Director Vendors' Implementation Specialists

Status history

NOT STARTED

Jul 16, 2018

Evidence

Training appears on school-wide calendar at BOY, MOY, and EOY At least 2 cluster meetings per quarter focus on use of the SGI resources to support improved student academic outcomes

NOT STARTED

Embed data analysis (iReady reports, student work via exit tickets, weekly assessment, and/or SGI tracker) into cluster meetings focused on small group instruction (every other week) to gauge effectiveness of SGI."

Sep 03, 2018 to Jun 14, 2019 - Principal Academic Director Teacher Leaders

Status history



Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Principal and Academic Director monitor data collection via the SGI tracker at least once a week Bi-weekly SGI cluster agendas include items focused on data analysis Protocols used for meetings contain teacher analysis, reflection, and/or action plans based on data

NOT STARTED

Observe (in person or through video) SGI practices within and across grade bands to provide feedback, personally reflect, and/or action plan for effectiveness and quality of SGI at least once a month"

Oct 02, 2018 to Jun 14, 2019 - Principal Academic Director Classroom Teachers

Status history



Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Professional Practice Video Library is created and used to upload videos of teachers delivering SGI Teachers post comments and/or reflections to videos throughout the year Monthly calendar has at least one visit to a colleague's classroom to share best practices as they relate to the gradual release model Predictable schedules for principal and academic director include SGI observations weekly Teachers receive feedback via email, real-time, and/or during cluster from Principal/Academic Director

Strategy 2

NOT STARTED

Routinely conduct SWOT analyses of on-track rates, grade distribution, diagnostic, NWEA, and/or Student Logger data by sub-group (DL students and students with behavioral challenges)"

Jun 01, 2018 to Jun 19, 2020 - Principal Academic Director Dean Counselor Teacher Leaders

Status history



Jul 16

NOT STARTED

Jul 16, 2018

Evidence

SWOT protocol solidified for use during June and July workshops and August Institute Week Leaders conduct root cause analyses based on SWOT protocol results Leaders collaborate to create student-level, class-level, and school-level plans to address learning and behavioral needs, aligned to Big Rocks Action Plans include SMART goals; expectations for implementation, monitoring, and accountability; and sub group data analysis to monitor growth Leaders monitor progress with plans during ILT meetings (following the T & L cycle) sharing results (celebrations and concentrations) and next steps with the school community at large

NOT STARTED

Routinize data conferencing and goal setting with students in priority groups"

Jun 27, 2018 to Jun 14, 2019 - All Staff

Status history



Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Identify, develop, and publish a set of best practices for data conversations with students Set up all students with Student Portal (or its equivalent) for weekly grade monitoring Use the "Know Your Numbers" on-track tool for data conferencing and goal setting with students the week before progress reports and report card grade entry Embed reflection on goals and monitoring of personal grades into weekly SEL lessons or academic blocks Principal and Academic Director observe data conferences at least once a month

NOT STARTED

Monitor weekly grade entry according to established school-wide criteria"

Sep 10, 2018 to Jun 14, 2019 - Grading Coordinator Principal

Status history



Jul 16

NOT STARTED

Jul 16, 2018

Evidence

School-wide grading criteria established and published (staff and family handbooks, staff and family newsletters, website) Teacher grade books adhere to established weights and grading expectations (no zeros, balanced points for each letter grade, inclusion of multiple forms of assessment that balance learning environments and daily expectations of students, no conduct based grades, etc.) Teachers enter grades weekly Grading Coordinator and/or Principal monitor grade entry the morning grades are due each week, sending email feedback and publishing trends in the newsletter every other week

Strategy 3

NOT STARTED

Conduct a virtual book study of the CPS Restorative Practices Guide and Toolkit to help create a vision for restorative practices at Fuller"

Jun 01, 2018 to Jul 14, 2018 - Dean Counselor RP Lead Teacher

Status history



Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Note catcher completed by each team member for each of the 10 sections of the text

NOT STARTED

Create a vision for Restorative Practices at Fuller"

Jul 16, 2018 to Jul 26, 2018 - Dean of Students Counselor RP Lead Teacher

Status history



Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Team analyzes the pledge for alignment to restorative practices and/or identifies gaps Team collaboratively decides what the ideal state looks and sounds like at Fuller in classrooms, common spaces, and in the community Team creates a concise vision statement that captures the goal

NOT STARTED

Secure training dates from OSEL for Restorative Practices 101 (or develop PD from OSEL tools on the knowledge center) that concentrates on Tier 1 (emphasizing an overview of the difference between punitive vs. restorative discipline, restorative justice mindset, restorative language, and restorative justice in the classroom) for institute week and quarterly thereafter"

May 01, 2018 to Sep 28, 2018 - Dean Counselor RP Lead Teacher

Status history

Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Training date is set for one day during Institute Week If OSEL cannot train us, leadership team will develop PD from tools published on Knowledge Center and following established PD process Climate Team shares PD and presentation with Principal for vetting and feedback Climate Team revises based on feedback and finalizes presentation RP Lead and counselor or dean are signed up for PD offered by OSEL

NOT STARTED

Establish a menu of supports for restorative discipline with rationales for use"

Jul 16, 2018 to Aug 17, 2018 - Dean Counselor RP Lead

Status history

Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Updates to Staff Handbook with punitive vs. restorative discipline table Menu of supports addresses common issues faced at Fuller Menu of supports are tiered

NOT STARTED

Reestablish morning meeting expectations and protocols across all grades"

Jul 16, 2018 to Aug 31, 2018 - Dean Counselor RP Lead

Status history

Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Mondays--Formal Morning Meeting (30 min); SEL Lesson (10-20 min) Tuesdays and Thursdays--Community Building in Common Spaces (15 min) Wednesdays and Fridays--SEL Lesson (10 min) Teachers are retrained on Morning Meeting and SEL lesson delivery SEL skills calendar is developed and shared with staff, students, and parents Morning Meeting and SEL Lesson look-for tools created and shared Teachers who share students have common focus for SEL lessons

NOT STARTED

Tier 1 restorative practices walk-throughs occur three times a quarter for the first semester of SY 2019"

Sep 04, 2018 to Feb 01, 2019 - Dean RP Lead Counselor Principal

Status history

Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Walk-Throughs pre-scheduled for Weeks 2, 4, 8, 11, 14, and 17--classroom coverage provided for the RP Lead--including both classroom and common spaces Walk-Through includes time for debrief: celebrations, concentrations, trend and root cause analysis, next steps Walk-Through data shared via email by the RP lead and in the newsletter

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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.

Fuller School of Excellence will involve parents in school improvement by providing monthly principal reports at the LSC and PAC meetings, working with PAC to provide parent trainings, taking critical issues to LSC and PAC for input, including parents on the CIWP team, and providing two annual family surveys.

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

Fuller School of Excellence will notify all parents via family newsletter, phone blasts, and marquee signage of the annual meeting to discuss participation in NCLB programming. Fuller will have a monthly PAC meeting as well as additional parent workshops throughout the year in an effort to increase parental involvement. Information about meetings will be disseminated using backpack mailings sent home, posting throughout the school building, and monthly family newsletter. Additionally, we will provide incentives to improve parental participation in parent workshops and trainings. We plan to hold our Title I Annual Meeting and the Title I PAC Organizational Meeting on September 26, 2018.

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.

Fuller School will provide parents information about the Title I program, including a description and explanation of the curriculum and assessments, in a welcome packet at the start of the year. This information will also be provided during our annual Open House on September 26, 2018. In addition we will offer a parent workshop designed to teach parents how to read their students' assessment data and strategies to help students at home.

Additionally, Fuller will host monthly PAC meetings where members may share ideas, collaborate in decision making, and request supports from the school regarding the academic or social emotional learning of students. Minutes from the PAC meetings will be given to the administrative team for review and immediate action. Suggestions will result in further meetings with the principal and/or other stakeholders to discuss viability, logistics, marketing, and other next steps needed to help ideas come to fruition in the most realistic and manageable way. The administrative team will address the issues and/or calendar meetings within seven business days. Updates to calendars as a result of these meetings and planning sessions will be shared via backpack mailing, phone blast, school signage, and/or Remind messages. Any suggestions related to teaching and learning will be presented to the instructional leadership team and implemented if deemed appropriate. Any suggestions related to culture and climate will be presented to the Culture and Climate/Restorative Practices Team and implemented if deemed appropriate. Follow-up will be provided to the Parent Advisory Council in regard to their request at the meeting immediately following their request or suggestion.

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.

Fuller will provide parents a copy student's performance data at the Open House and/or at the first Report Card Pick Up Day. Parents of students who are at risk for retention will receive their data via a one-on-one conference and parents will be required to sign a document stating they understand their child's current academic performance and the risks associated with it.

At any time thereafter, parents may request further conversations and/or copies of state assessment data from the school. Their requests will be honored within 7 business days of request.

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.

In the event a teacher is deemed not highly qualified, a written correspondence will be sent home to parents of students who are impacted. The letter will include our plan to resolve the issue and/or any supports we will put in place to support student academic achievement.

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.

Fuller will work with our PAC to host parent trainings geared towards helping parents understand the NCLB requirements, Common Core standards and the promotion criteria used by Chicago Public Schools. These workshops/meetings will inform parents of how to monitor their child's progress. For example workshops such as the parent's role in their child's education, parenting goals and children's needs, signs of serious behavioral problems, etc. will be provided to parents throughout the school year in an effort to ensure parents understand their rights and responsibilities as it pertains to their child's education. We will set up parent meetings that train parents on how to access their children's grades via Parent Portal (or its CPS board approved equivalent). They will also have a family handbook, which will detail grading criteria per grade and subject. This information will also be posted on our school's website.

At any time, a parent may request a conference regarding standards, assessments, and/or grades. Requests will be honored within 7 business days of request.

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.

Fuller School of Excellence provides parents with literature, information about school events, jobs and social service agencies. In collaboration with the PAC, Fuller will provide parents with workshops such as Positive Discipline and Child Rearing Techniques, CareerBuilder, Resume Building, and Communication with your children. Incentives will be provided to increase parental involvement. Parents are encouraged to communicate needs so that information, training, and resources can be tailored to them.

Fuller School of Excellence will continue to partner with Real Men Read, Bright Star, and the University of Chicago to provide supports and resources throughout the school year.

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.

Fuller School of Excellence will host meet and greets for parents and staff, provide parent trainings, conduct parent conferences, and make phone calls home in an effort to build ties with parents. Fuller will provide professional development activities around community building for staff so that staff may be knowledgeable on how to engage parents. Additionally, each semester, there will be family engagement nights tied to literacy/social studies and math/science. Parents, staff, and students will participate in activities and/or lesson demonstrations to build collaboration, relationships, and trust.

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.

Fuller School of Excellence will partner with Head Start to provide parent meetings and work with their policy committee which actively works with parents to provide information on available employment, GED preparation and hosts parent volunteer fairs. Fuller School of Excellence will continue to host story telling events, family literacy nights, and create opportunities for parents to participate in the classroom.

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.

Each month parents will receive newsletters containing information pertinent to school and parent programming. That newsletter will contain a monthly calendar of activities/events. Information will be presented in a consistent manner that parents can understand and published in multiple ways (newsletter, posted on website, copies left at security desk, posted in Parent Room, and signage on the marquee and around the school).

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.)

As a community of learners, Fuller School of Excellence will unlock the full potential of each individual student creating a thirst for discovery and academic achievement making them college and career ready. We will cultivate independent thought and promote character building, enabling students to contribute to their communities in meaningful and positive ways.

Using a high-quality, standards based curriculum (Engage NY), Fuller School of Excellence will tailor whole group instruction to meet grade level standards and small group instruction to meet the individual needs of students. Integrating SEL into weekly lessons, students will provided opportunities to integrate life skills into their daily school lives.

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.

Two parent conferences will be held during the academic year. The first conference will be held at the end of the first quarter (11/14/2018) and another at the end of the third quarter (4/10/19). During these conferences teachers will provide feedback on student performance. Based on staff vote and parent survey, an additional parent conference will be held during the Spring Open House at the end of the second quarter. The school will provide bi-weekly progress reports to parents via backpack mailing. Additional conferences may be held throughout the year as requested by teacher/parent to support student progress. Requests will be honored to the greatest extent possible within 7 business days.

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

Report cards are shared with parents every quarter indicating the student's achievement for the quarter. In addition, CPS progress reports are shared with the parents at the fifth week of each quarter to update parents on the child's progress. The school will also send home additional progress reports two weeks before the progress report and report card session. Training will be provided to parents on using the Parent Portal so families can monitor student progress throughout the year. We will remind parents to use the Parent Portal via our weekly newsletter to parents. Teachers are expected to update grades each week.

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

Teachers are available to meet with parents before school and after school by appointment. Additionally, parents may communicate with teachers via e-mail, Remind, phone call.

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.

Information regarding volunteer opportunities will be shared with parents at the beginning of the school year. Parents may volunteer after completing the CPS volunteer packet online, local background screening, and Fuller specific training. Teachers will also create opportunities for parents to be involved in classroom activities at least once a quarter. Parents are welcomed to arrange an observation of classroom(s) anytime students are not testing. Parents are also requested to participate by chaperoning field trips, supporting updating the classroom environment, supporting other parents in the parent room, and our monthly Read Across Fuller day.

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

The importance and expectations around attendance will be communicated at the beginning of the year. The monthly newsletter will contain updates on school attendance. Parents will be expected to contact the school if their students are going to be absent. If no call is received, parents will be notified of the absence to get clarification of the child's well being. Parents also have the opportunity to help their children with homework and are able to contact teachers if they have any questions about the assignments.

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 receive the CPS parent survey that will act as pertinent data on how the school is supporting the parent and the child. Parents will have the opportunity to participate in decisions relating to the education of their children through participation in the Local School Council and Parent Advisory Council meetings. These meetings will include being able to provide feedback and input for school expectations and decisions. In addition, parents will be involved and included in all aspects of any special education programming or testing for their child(ren).

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 hear a constant, consistent message about the relationship between being present and learning. Individuals and classrooms will receive rewards and recognition for attendance, positive attitude and classroom results. We are going to collect data on the effects of these three components on students' academic growth.

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.

- 1) Increase parent participation in Report Card Pick Up to 80% to each event.
- 2) To increase the number of parents who attend trainings, workshops, and PAC events by 50%
- 3) Create and maintain a parent-friendly calendar that lists monthly events, dates, and times that support effective and timely communication about events that support student achievement. Use flyers, backpack mailings, phone blasts, and Remind to advertise events routinely.
- 4) Increase student attendance rates to 96% or above to support improved on-track rates, which are diminished mainly by attendance.

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

Account(s)	Description	Allocation		
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	291	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	300	.00

54125 **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

\$	1700	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	Amount	.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.

\$	Amount	.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.

\$	400	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

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

\$	Amount	.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.

\$	Amount	.00
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