Walter Q Gresham Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Tosha Jackson	Principal	tnjackson2@cps.edu	Has access
Kimberly Oliver	Academic Director	ksoliver@cps.edu	Has access
Ashley Goss	Instructional Coach	agoss@auslchicago.rog	Has access
Samantha Shamburek	Specials Team Lead	sjshamburek@cps.edu	Has access
Mariah Britton	Primary Team Lead	mpbritton@cps.edu	Has access
Verneva Ziga	Intermediate Team Lead	vziga@cps.edu	Has access
Christine Hurley	Middle School Team Lead	cmroche2@cps.edu	Has access
Brittany Anderson	Diverse Learners Team Lead	bcanderson1@cps.edu	Has access
Danielle Bonner	Counselor/Case Manager	dmbonner@cps.edu	Has access
Jerome Elliot	Disciplinarian	jelliot1@cps.edu	Has access
Shari Rodgers	Attendance Coordinator	srrodgers@cps.edu	Has access
Latonya Smith	Parent and Community Rep	lcsmith@cps.edu	Has access
Patricia Henderson	PAC Chair	toysforpat@gmail.com	Has access

Stacey Ernvall	PLC Lead Math	slernvall@cps.edu	Has access
Theresa Stewart	Clerk 1	tastewart@cps.edu	Has access
Ashley Goss	Instructional Coach	acgoss@cps.edu	Has access

Team meetings

Date	Participants	Topic
02/12/2018	CIWP Team	SEF Framework
03/05/2018	CIWP Team	SEF Priorities
04/09/2018	CIWP Team	Strategies and Action Steps

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

> School has a shared vision of success that was developed with multiple stakeholders including staff, students and parents.
> Gresham School of Excellence is a collaborative community where students achieve excellence in a positive environment. We develop productive leaders by empowering the whole child emotionally, socially and academically.
> The vision is posted in all classrooms and is articulated through the Scholar's Creed that students and staff recite daily. Scholar expectations are posted in the hallway on every floor and teacher use various strategies in the classroom to hold students accountable for these expectations.
>
> Gresham was rated as Well Organized on the 5 Essentials Survey.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1   2   3   **4**

ILT has a biweekly meeting structure that has been consistent since the beginning of the year following the Teaching and Learning Cycle.
All cluster leads are a part of the ILT and have clear roles and responsibilities outlined for the academic school year.
Gresham has begun to host weekly meetings with the principal and teacher leaders. This meetings will provide feedback on the facilitation of meetings and coaching around the the T&L Cycle.

Gresham has moved towards the development of individual plans for teacher leaders that involve professional development around leading data driven meetings and professional development sessions with clear outcomes.

Gresham is currently ensuring that PLTs are contributing members on school's instructional leadership team (ILT).

Gresham involves teacher leaders and coaches in planning meetings for each component of the teaching and learning cycle.

Teacher leaders assume responsibility for instructional leadership, including planning and leading PD, planning and leading cluster/grade level meetings, and coaching other teachers.

Gresham is in the beginning stages of developing a cycle of peer coaching. Two teacher groups consisting of one experienced with one new teacher participated in a cycle of coaching.

Instructional Leaders developed small group differentiated plans for all grade levels and content areas across NWEA MAP domains.

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	✓ 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 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ 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

Embed hands-on skill-building and practice with analysis (data and student work) and planning during collaborative planning time and data meetings
Minimize "lecture style" professional development and ensure that at least 2/3 of each PD session involves hands on practice for teachers
Common planning time is built into the master schedule and teachers meet weekly in cluster teams for professional development.
Coaching sessions center around the learning that occurred via PD and cluster teams and the teacher's implementation of practices in daily instruction.
Teacher leaders participated in a series of professional development sessions focused on the effective implementation of the Engage curriculum.
Teacher leaders participated in a series of professional development sessions focused on a deep study of ELA and Math standards.
Ensure that professional development and collaborative meetings moves past the theoretical by pulling in student work, biweekly data, formative assessment data, and other artifacts from the classroom
Use resources and network PD decks to strengthen the planning and facilitation of professional development.
Gresham is working on ensuring that professional development clearly relates back to instructional priorities aligned to engageAUSL curriculum and make connections explicit for teachers, especially when pairing the use of a curriculum alongside the priorities
Quarterly cluster plans affect our priorities (whole group, small group); cluster meetings, small group PLCs, monthly roundtable; We recently started lesson plan building practices during cluster meeting.
Feedback has to be actionable. Principal and others will follow up on feedback to check for understanding.
Peer support can also be given as well.

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	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ 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**

> Funds were allocated to provide stipends for all teacher leaders. Funds were added to support additional instructional materials (i.e. Engage workbooks, literacy centers, additional technology and manipulatives).
> Budget was adjusted to purchase for teacher leaders professional readings that were aligned with our instructional priorities throughout the academic year.
> Teacher leaders participated in a week long professional development over the summer that allowed them to become familiar with the Engage NY curriculum, which was funded by the school budget.
> Teacher leaders were assigned to be PLTs attending 8 professional developments throughout the academic year, which was funded through the school budget.
> Master schedules were created to maximize the number of minutes students would receive in both ELA and Math.
> Teachers were vetted through the AUSL selection process and interviewed by ILT members before hiring. All new teacher participated in a demo lesson or were observed at their current school.
> Staff participated in professional learning opportunities with support from school around their personal growth goals related to their current position.
> Additional intervention staff were hired to support instructional goals

Guide for Aligned Resources

- ○ **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- ○ **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.

- Streamline purchase procedures to minimize lapses between ordering and receiving materials.
- Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.
- Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
  - Ensure all students have fair access to high-quality teachers in the school.
- Effectively utilize Related Service Providers at the classroom level.
- Use data including teacher evaluations and exit interviews to inform a retention strategy.
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- Make outreach efforts to engage community members as partners and resources.
- Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
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	
✓ 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:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

1   2   **3**   4

Teachers implement Engage NY Curriculum to cover grade level standards in ELA and Math.
Teachers supplement other curriculum such as NTN, Everyday Math, and V-Math for differentiation amongst groups of students.
Teachers use pacing guides to create unit plans that provide adequate time for student mastery of learning standards.
Teachers use a curriculum alignment map to identify that "major standards" of their grade level and content, and plan around those standards to provide a deeper understanding of content.
Teachers differentiate Engage curriculum for all students in whole group instruction, and fill in academic gaps during small group instruction.
Teachers implement strategies from "Teach Like a Champion" to engage and maintaining students' motivation for learning.
Teachers use Well Managed Schools, a social emotional curriculum to engage students in acknowledging and coping with emotions and feelings.
Teachers develop adaptive teaching plans to correct misconceptions of learning standards.

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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	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	
✓ 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**

Students use iPads and Google Chromebooks during whole and small group instruction to enhance learning and embed technology into their classrooms.
Teachers use Scholastic Book Room to incorporate complex texts in whole and small group instruction.
Students use online technology that are relevant to grade level content. Technological resources include:
IXL
Achieve 3000
NWEA Skills Navigator
Compass Learning
Study Island
TenMarks
VMath Live
Khan Academy
Interactive Science

Students use manipulatives in small and whole group instruction that are relevant to learning tasks and help students to solidify conceptual understanding of content knowledge such as:
Red/Yellow Counters
Mystery Squares (NTN)
VersaTiles
Mystery Squares
Rekenreks
Base Ten Blocks
Leveled Readers
Number Lines
Hundred/Factors Chart
Place Value Charts
E-Readers
Whiteboards
Pattern Blocks
Word Walls
Vocabulary charts
Unifix Cubes
Fraction Strips
Fact Masters

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ 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

Cluster teams and leadership teams analyze ANET data to determine if tasks are pushing students to master an entire standard.
Cluster teams analyze teacher unit plans and data from lessons to ensure that student tasks are rigorous and meet the Common Core standards of the lessons.
Admin, ILT, and clusters facilitate walkthroughs to evaluate student tasks and teacher strategies using the Core Action protocol.
Admin and teachers have coaching meetings to discuss student data, tasks, texts, and instructional adaptations.
Teachers provide students the opportunity to explain their thinking through high quality questions and tasks.

Teachers expose students to complex text within the curriculum that build knowledge and understanding

Teachers provide high-quality rigorous tasks that allow students to engage in a productive challenge towards mastery.

Teachers provide opportunities for students to discuss content knowledge and understanding while working towards mastery of grade level content.

Cluster Teams bring samples of student work and questioning to analyze and receive feedback on the rigor of student tasks.
Teachers complete student work and assessments before implementing into instruction to evaluate the rigor of the task, as well as to identify student misconceptions.
School team clusters implement focus groups per quarter to better develop "the focus teacher".

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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

- ✓ Teaching for Robust Understanding in Mathematics (TRU Math)
- ✓ Math Practices: What to Look For Observation Tool
- ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
- ✓ Student Work Protocol (EQuiP)
- ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

> Students have completed Personal Learning Plans to help develop goals to assist with academic success.
> Students have participated in college trips to introduce college awareness. Students have completed career interest inventories, lessons on high school graduation requirements, high school course selections, types of courses(A.P., Honors, Regular), the importance of grade point averages and how to calculate their GPAs.
> Students received lessons on the connections between academics and careers. Students attended high school fairs and informationals.
> Students and parents attended 8th grade and high school informational meetings to discuss 8th grade graduation requirements, the high school application process, selective enrollment testing, the high school acceptance process, and testing policies.
> Students are also able to use Naviance to create profiles for academic goals, career goals, and investigate colleges of interest. Students are able to use Naviance to research college programing. Middle school students also participate in the Success Project Handbook, where they gain the skills necessary to become "On Track" and stay "On Track" as they transition from elementary school to high school and beyond. Students research high school and college programs to determine possible best fit schools based on their personal interests, career and educational goals.
> Gresham provides a Saturday Scholar Academy for standardized test preparation and extra academic tutoring.
> College and University information is posted throughout the school and in individual classrooms. Students are encouraged to discuss and research post- secondary education options.
> 7th and 8th grade students participate in high school visits and shadow days.

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	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ 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

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

Gresham's expectations for depth and breadth of quality teaching is demonstrated through the use of its curricular resources, Expeditionary Learning, Core Knowledge Language Arts, and Eureka Math. These AUSL Network wide CCSS based resources have been paced out to guide whole group classroom instruction. With the support of an instructional coach, all teachers are supported with teaching their given curriculum(s) with fidelity as well as achieving the school wide's current quarterly priority, ie. quality tasks, questioning, writing, student led/based discussions, complex text analysis. While annotating and designing lessons from the curriculums for anticipated student misunderstandings, students' interests are considered, and tiered questions are developed in order to achieve the lesson's objective(s). Teachers also plan for the cognitive level of students in their class. This is often done by providing books on tape, sentence starters, relevant application word problems, etc. Teachers consistently and fluently use resources from the EngageAUSL website (curriculum maps, pacing guides), the CCSS app, MyANet, Dr. Carry's CCSS maps, and Achieve the Core. This type of planning ensures that teachers are able to modify the curriculum for the needs of their specific students. All of these choices are based off data from the curriculum's provided exit tickets, students' NWEA data, and IEPs goals.

When delivering lessons, teachers post lesson objective(s) but also make sure that students are aware of what it is and what's going to occur throughout the course of the lesson. While teaching teachers promote active discussions amongst students by adding on to each other's thoughts, opinions, and/or ideas via nonverbals and conversation, the citing of text evidence, the development of claims, and active engagement/listening strategies. This is done by layering questions at all cognitive levels. Students are also able to ask their own questions and pondering to each other. Both math and literacy word walls support vocabulary presented within the curriculums, keeping it relevant even after it's presented. Teachers also monitor vocabulary usage from students in both reading and writing format, this looks like having them correct the manner in which they answer questions.

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

Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	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
✓ 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

> We use a range of assessments to monitor student progress and learning to ensure that students are college and career ready. We utilize ANET as a quarterly formative assessment of student attainment towards CCSS. This data supports students and teachers in preparation for the PARCC exam, a summative assessment of CCSS. Finally, NWEA is employed to measure growth bi-annually. These assessments are used to group students for small group intervention and whole group differentiation.
>
> Weekly and quarterly progress monitoring is being implemented. We have several progress monitoring tools including: NWEA Skills Locator, daily do nows and exit tickets, TRC (Reading levels based on a running record), and Dibles (phonics assessment). Weekly performance is also monitored through our online reports from the following sources: Compass Learning, Lexia, Achieve3000, TenMarks, and IXL.
>
> Every week, teachers collaborate in clusters to discuss instructional strategies based on recent assessment data and student misconceptions. Quarterly, a data "party" is conducted to see how the students did on the various measures that are used for student assessments.
>
> Teachers engage in long-term planning by creating unit plans that allow for flexibility in instruction based on formative assessments throughout the unit. Unit plans also include a plan for summative assessments. Teachers also create small-group instructional roadmaps every month to guide the objectives for daily small-group instruction. These roadmaps are also flexible, and change based on daily assessments in small groups.
>
> We have a school-wide grading policy in place that details how many grades are expected and how they should be weighted. We also maintain a school-wide assessment calendar so that everyone is aware of major testing dates. We also meet as a whole staff prior to major tests like NWEA and PARCC to discuss logistics for testing.

Guide for Balanced Assessment & Grading

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

- Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP 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	B1. 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

Gresham has implemented and maintained a system of academic and social emotional supports for all students. Academically, whole-group grade-level instruction is provided to all students daily for both math and ELA with the EngageNY curriculum. Tier 2 small-group instruction is also provided daily in both math and ELA to meet students at their academic level. All students receive small group instruction with the teacher. Other resources used in the classroom to provide academic support to students include Vmath, TenMarks, Lexia, IXL, Achieve3000, Compass Learning, and Study Island. Tier 3 pull-out small-group instruction is also provided daily for the most at-risk students using LLI and Vmath. All classes also visit the computer lab every week and are engaged in Compass Learning reading and math.

Our diverse learner students are receiving services from the Diverse Learning Team on a regular basis. Students are receiving their assigned minutes in their assigned subject matter. They are also receiving accommodations and modifications according to their IEP. The Diverse Learner Team collaborates with the counselor on a weekly basis to assess the needs of each Diverse Learner. Our MTSS team meets bi-weekly to monitor data (including On Track data) and discuss the progress of academic and behavioral interventions, as well as in-progress or upcoming referrals.

Social emotional interventions are handled in several ways. SGA comes in three times a week and aids with students whether it is a one on one session or a group session. Gresham also has trained staff that run "Peace Circles" whenever there may be a slight conflict that is resolved quickly. The ESP staff, under the leadership of the Director of Student Development, has relationships with every student that they have been assigned to. They aid in de-escalation and are effective at calming a student and getting to the crux of a situation. They are very proactive with the handling of the students that they have built a bond with. Gresham also has a counseling staff that deals with the emotional well being of the students as well. They counsel and aid students in their issues and crises. The teachers have built a rapport with their students as well. The teachers are usually the first line of contact when a student's social emotional state may be in jeopardy.

Gresham has implemented a system of support for students that may have absenteeism and are at risk of failing. For attendance, Gresham has an attendance team lead by the attendance monitor. There are several effective incentives that drive the school as a whole on attendance. For example, school-wide spirit weeks, field trips, and out of uniform days. Additionally, the attendance team has been assigned targeted grades to monitor attendance for and have been effective by using different techniques to encourage students in different grade levels to come to school everyday. A bulletin board that is in full view of the whole school has data to show the students their attendance status. There is another one in the lunchroom that shows individual students about their status.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life   6 of 6 complete

Culture for Learning:

Score

1   2   **3**   4

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.

Students reading in the hallways during transition periods, asking questions about previous lessons. Teachers offer constant encouragement to students during group and independent lessons. Expectations are posted and reminders are made frequently. School wide expectations are posted in hallways and students are tasked with reciting expectations during morning messages. Learning objectives are posted in classrooms and made evident when student work is posted. High level student work is posted and students are recognized monthly for exemplary behaviors and academic achievement. Teachers offer constant positive feedback to encourage student behavior and academic success. Students are given constructive feedback on how to improve learning and classwork. Students are informed of the reasons they are receiving positive feedback and students value the recognition and praise they receive from not only teachers but other staff in the building. They are offered opportunities to tell classroom guests what they are learning. Students practice math flash cards in during hallway transitions. Small group instruction has continued and developed to become more aligned with the MTSS interventions. Students receive pull- out intervention services.

Some students in upper grades demonstrate avoidance of work and elements of learned helplessness.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Teachers and support staff are invested in all of our students. Staff has taken personal interests in students by using their prep times and time after school to give students the opportunity to have private conversations if needed. Also, certain staff members have formed mentoring programs to expose our students to other avenues outside of the classroom as well as support them socially and emotionally.

Before entering the classroom, most teachers greet their students with hugs or high fives to encourage positive attitudes and an exciting learning environment. Staff also address students as "Mr." or "Ms." as a way to show respect to the student.

Peer mentoring programs have been formed to curb the negative behaviors of our students. Middle school students have partnered with primary students duplicating a "big brother" program. The students meet three times a week. Their topic of conversations range from academics to sports. The middle school students model the expectations of the building to the primary students.

Students received holiday gift donations and warm weather essentials, as needed from various community organizations.

Students have an opportunity to discuss issues of importance to them during weekly teacher- led Town Hall meetings.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested !Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ 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

Students are offered a wide range of academic and extracurricular activities to promote continue growth and social development, there are both male and female mentoring programs, homework help, math tutoring, college and career readiness. Students participated in the Young Bankers program, Pretty Brown Girls, AT&T Real Men Read. Students are provided with after-school enrichment classes, as well as, a variety of sports activities, like softball, art, drama, and track.

Students participate in rigorous coursework and are frequently assessed to determine mastery of skills.

Student are allowed choice when determine project based curriculum/ activities and are able to express their desires with regards to rules, policy, procedures, and other issues of concerns. Staff are available and often listen to student concerns regarding academics and social awareness.

Students are provided leadership responsibilities and are actively involved in the culture and climate development. Students promote social activities and school- wide incentives.

Students participate in food drives, collecting donations for the Leukemia Foundations, and community clean up.

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

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

> There are clear procedures for reporting and responding to safety concerns and all staff and students are made aware. Teachers have well managed routines for student transitions in and out of the classroom. General school-wide transitions are orderly and safe. There are designated entry and exits points for all grade levels. All available staff participate in entry and dismissal procedures to ensure safe arrivals and departures.
>
> Behavioral expectations are clearly posted throughout the school building and in classrooms. They are frequently reviewed and modeled throughout the day by all staff members and students. There is a school-wide focus on behavioral expectations and what "scholarly" behavior looks like at the school. A description of the behaviors are recited every morning as part of the school's student pledge.
>
> Teachers use the 3:1 rule for positive behavior reinforcement. They acknowledge students who are actively displaying the behavioral expectations and gently remind those who are struggling to follow the expectations by cultivating and prompting students to model the expectations for each other. Students will often remind their peers of the appropriate/ expected behaviors. The students lead and model the Boys Town Skill of the week, daily. Students are aware and comfortable with expressing issues and concerns to various staff members.
>
> Some new teachers continue to struggle with managing student behavior and using signature strategies to improve the culture and climate of their classroom.

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	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

Score

1   2   **3**   4

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

> Gresham has a "Cares team" that meets weekly to discuss behavioral needs, students, and interventions in place, as well as, the effectiveness of the provided interventions.
> Behavioral expectations are posted throughout the school building and all student/ staff are aware of the school's behavioral expectations. There are school-wide routines and procedures that promote learning and high behavioral expectations.
> There are a variety of school and classroom incentives and acknowledgements for positive behaviors and multiple opportunities to earn those acknowledgements.
> The Cares Team members offer support and skill building to teach behavioral growth.
> Students are redirected privately and respectfully, they are given an opportunity to express themselves and to be heard.
> Restorative practices are taught , disruptions are minimized by following the school-wide behavioral matrix, Peace Circles, Restorative Chats, and Mediation practices are used to minimize disciplinary infractions. This allows students the opportunity to take responsibility for their actions and the outcome of those actions.
> Detentions and ISPD are assigned only for severe circumstances or repeated instances.
> Specials teachers have their own reflection sheet.
> Offer students time for reflection and behavior change.

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) ✓ 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.

> We have an open door policy that allow parents the opportunity to visit the classroom and experience first hand the teaching strategies and management in a classroom setting. Staff communicate with parents through phone, email, home visits and notes daily on students progress. We promote the parent portal by assisting parents in signing up in lab or parent room. Parents are invited out monthly to parent and community meetings such as LSC, PAC, CAPS, Coffee with Principal. We also have various parent activity functions such as Family Literacy Night, Family game night, 8th grade parent meetings, Family movie night, High school Fair, Computer training/ Parent portal sign up and CPR training. Parents are encouraged to complete the volunteer interest form online to become more involved in the school. Parents are informed through newsletters, notes, and phone calls of services and events at school. Through community partnerships we provide parents and students with health and wellness support which includes transportation and appointments. An attendance team meet weekly to address the needs of the students and parents and aid in students coming to school. We have a suggest box in main office for comments and concerns.
>
> Parent attendance at school events is extremely low for some grade levels. Additionally, parent attendance at IEP meetings and disciplinary conferences remain low.

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

School Excellence Framework Priorities

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

4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary) 13 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
By the end of the 2017-2018 SY, student growth percentile will stay slightly the same, with an average of 88%. NWEA MAP growth data in reading exhibits a slight decrease from spring 2016 (92.00%) to spring 2017 (88.00%). By the end of the 2018-2019 SY, we anticipate the student growth percentile will stay slightly the same a minimum of 85.00%. A continued upward trend is projected as a result of a deeper understanding of teaching the CCSS aligned Engage NY curriculum, effective planning/preparation/implementation of differentiated and flexible small groups, school wide and differentiated professional development on Engage, topics in reading and best practices in reading to ensure teachers are facilitating learning that allows students to access grade level text, as well as support student deficiencies by targeting instruction to assist students in closing the achievement gap.	92.00	88.00	85.00	90.00	90.00
National School Growth Percentile - Math					
By the end of the 2017-2018 SY, student growth percentile will average out at 90.00%. By the end of the 2018-2019 SY, student growth percentile will stay the same and consistent with a percentage of 90.00. NWEA MAP growth data in math exhibits a huge leap from spring 2016(34%) to spring 2017 (94%). A continued upward trend is projected as a result of a deeper understanding of teaching the CCSS aligned Engage NY curriculum, effective planning/preparation/implementation of differentiated and flexible small groups, school wide and differentiated professional development on Engage, topics in math and best practices in math to ensure teachers are providing opportunities for students to work with and practice grade level problems and exercises, as well as support student deficiencies by targeting instruction utilizing Vmath and Tenmarks to assist students in closing the achievement gap.	94.00	95.00	90.00	90.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
By the end of the 2017-2018 SY, the percentage of students meeting/exceeding national growth average will increase to a minimum of 60.00. By the end of the 2018-2019 SY, the percentage of students meeting/exceeding national growth average will increase to a minimum of 65.00. With a focus on professional development, peer coaching/mentoring, effective instructional practices, and continued growth on small group instruction, our students are projected to meet/exceed national average growth norms.	63.30	64.30	65.00	65.00	65.00
African-American Growth Percentile - Reading					
These goals are aligned with all of our student population here at Gresham Elementary School.	92.00	88.00	85.00	85.00	85.00
Hispanic Growth Percentile - Reading					
N/A	*(Blank)*	*(Blank)*	0.00	*(Blank)*	*(Blank)*
English Learner Growth Percentile - Reading					
N/A	*(Blank)*	*(Blank)*	0.00	*(Blank)*	*(Blank)*
Diverse Learner Growth Percentile - Reading					

We are creating schedules to best support students, paying close attention to staff flexibility. We are differentiating our instruction to meet the needs of the students, while exposing students to grade level text, materials, and standards.	75.00	85.00	85.00	85.00	85.00

African-American Growth Percentile - Math

These goals are aligned to our student population here at Gresham Elementary School.	93.00	95.00	90.00	90.00	90.00

Hispanic Growth Percentile - Math

N/A	*(Blank)*	*(Blank)*	0.00	*(Blank)*	*(Blank)*

English Learner Growth Percentile - Math

N/A	*(Blank)*	*(Blank)*	0.00	*(Blank)*	*(Blank)*

Diverse Learner Growth Percentile - Math

We are creating schedules to best support students, paying close attention to staff flexibility. We are differentiating our instruction to meet the needs of the students, while exposing students to grade level text, materials, and standards.	98.00	93.00	25.00	90.00	90.00

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

By the end of the 2017-2018 SY, student attainment in grades 3-8 will increase to a minimum of 53.00 on NWEA MAP in reading. By the end of the 2018-2019 SY, student attainment in grades 3-8 will increase to a minimum of 53.00 on NWEA MAP in reading. Although MAP reading data shows an increase in attainment from spring 2015 (8.00) to spring 2016(30.00), the scores fall far below the national average. The recent restructuring of school faculty and staff, acclimation and ongoing training of CCSS aligned Engage NY curriculum, student access to grade level text, school wide and differentiated professional development (around whole and small group instruction) for teachers, daily implementation of small groups should be proven indicators of increased student attainment.	30.00	49.00	53.00	53.00	55.00

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

By the end of the 2017-2018 SY, student attainment in grades 3-8 will increase to a minimum of 48.00 on NWEA MAP in math. By the end of the 2018-2019 SY, student attainment in grades 3-8 will increase to a minimum of 50.00 on NWEA MAP in math. Although MAP math data shows a slight increase in attainment from spring 2015 (3.00) to spring 2016 (24.00), the scores fall far below the national average. The recent restructuring of school faculty and staff, acclimation and ongoing training in Engage NY curriculum, school wide and differentiated professional development (around whole and small group instruction)for teachers, daily implementation of small groups utilizing Vmath and Tenmarks, are combining factors to boost student attainment.	24.00	43.00	48.00	50.00	50.00

National School Attainment Percentile - Reading (Grade 2)

By the end of the 2017-2018 SY, student attainment percentile will increase to a minimum of 30.00. By the end of the 2018-2019 SY, student growth percentile will stay consistent with a minimum of 30.00. NWEA MAP attainment in reading exhibits stagnant scores from spring 2015 (4.00) to spring 2016(33.00). The projected increase in attainment stems from primary teachers having a firmer grasp on teaching the CKLA Curriculum coupled with the planning and implementation of differentiated small groups using TRC and Dibels data. Multi-tiered Systems of Supports (MTSS), including Leveled Literacy Intervention (LLI), will require ongoing progress monitoring to ensure thoughtful planning is practiced.	33.00	24.00	30.00	30.00	35.00

National School Attainment Percentile - Math (Grade 2)

By the end of the 2017-2018 SY, student attainment percentile will increase to a minimum of 30.00. By the end of 2018-2019 SY, student attainment percentile will stay consistent with a minimum of 30.00. NWEA MAP attainment in reading exhibits a huge leap in scores from spring 2015 (4.00) to spring 2016 (34.00). The projected increase in attainment stems from primary teachers having a firmer grasp on teaching the Engage Eureka Math Curriculum coupled with the planning and implementation of differentiated small groups, supplemental resources such as Vmath, Tenmarks, and Multi-Tiered Systems of Supports (MTSS).	34.00	23.00	30.00	30.00	35.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	*(Blank)*	*(Blank)*	0.00	*(Blank)*	*(Blank)*

Average Daily Attendance Rate

By the end of 2017-2018 SY, student attendance will average 96.04. This average in attendance will allow us to meet district and network expectations. By the end of 2018-2019 SY, student attendance will increase by 0.96%. This gain in attendance will allow us to exceed district and network expectations. The yearly goals will be achieved as a result of daily, weekly, and monthly student incentives, alternatives to out-of-school suspensions (i.e. restorative justice), parent forums/seminars messaging the importance of regular attendance and offering resources to families facing tough challenges that prohibit regular attendance, and home visits. Gresham's attendance team meets weekly to study student attendance data, assess attendance practices and guide improvement. Members of the attendance team lead student cohorts targeting students with chronic absenteeism. Gresham has implemented a new program Remind as a form of communication to parents. Remind is a text messaging application that helps teachers, students, and parents communicate with ease. Teachers that have consistently used Remind and have seen an increase in overall attendance within their classroom. School wide attendance increased 7% from the first year of turnaround and has remained above 96%. The use of the application is a contributing factor as we are able to communicate with parents quickly and efficiently. Increasing regular attendance will enable students to build upon previous lessons, engage in academic discussions, demonstrations and experiments, build relationships with peers and faculty, develop responsible behavior patterns, and increase academic achievement.	96.10	96.60	96.40	96.60	96.80

My Voice, My School 5 Essentials Survey

By the end of 2017-2018 SY, Gresham's overall rating will be well organized. By the end of 2018-2019, the overall rating will remain at well organized status.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
provide professional development around using a range of effective instructional strategies, to engage multi-tiered students in learning	see an increase of teachers planning effectively address the needs of all students by using instructional strategies that are effective for the content areas and students learning styles.	a increase of student engagement, academic growth in attainment on NWEA in ELA and Math.

Tags: Area(s) of focus:

Action step	Responsible	Timeframe	Status
Teachers will annotate weekly lesson plans to create multitiered questioning and discussion techniques that would provide opportunities for all tiers of students to access the learning targets and standards.	Instructional Coach	Sep 4, 2018 to Jun 21, 2019	Not started

Expectations for depth and breadth of quality teaching

Weekly lesson studies will occur in cluster meetings.	Cluster Leads	Sep 4, 2018 to Jun 21, 2019	On-Track

Expectations for depth and breadth of quality teaching

Peer Observations for whole group instruction: ELA: During peer observations, teachers will evaluate standards-aligned, sequenced text dependent questions (and responses) that best translates into text-based writing. Math: During peer observations, teachers will observe peers knowledge of components of high quality tasks and their presence within Eureka Math to engage students in problem solving, mathematical discussion, and written explanations.	Instructional Leadership Team	Oct 25, 2018 to Jun 21, 2019	On-Track

Expectations for depth and breadth of quality teaching

Small group professional learning committees.	PLC (Professional Learning Committee) Leads	Sep 27, 2018 to Jun 21, 2019	On-Track

Expectations for depth and breadth of quality teaching

Peer/Mentor Coaching	Lead Teachers	Sep 10, 2018 to Jun 21, 2019	On-Track

Expectations for depth and breadth of quality teaching

Strategy 2

If we do...	...then we see...	...which leads to...
Train and develop teachers with a protocol on using multiple assessments to inform their instruction and grading processes	students' learning will be effectively measured and monitored towards college and career readiness (on-track data). It also pushes teachers to make students and families aware of students' progress and goals, and how/why behind assessments and the various ways in which they're measured.	will result in increased on track data and decrese the number of students on the failure report. Thus increasing NWEA scores and resulting in SQRP growth and attainment

Tags:
Grade system, Formative assessment, Assessement

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Develop a one pager (information sheet) to share with parents that clearly articulates the grading system	Cluster Leads	select	On-Track

Grading policy

Create and share quarterly assessment reports that articulate student assessment progress in literacy and mathematics	Cluster Leads	select	On-Track

Assessments

Create a Gradebook standard operating procedure (per cluster) that clearly states the process and purpose of grade entry.	Cluster Teams/Academic Director	select	On-Track

Gradebook

At the cluster and ILT level, teacher teams will analyze assessment data to determine effectiveness of technology tiered resources and subsequent learning needs	Academic director/Cluster leads	select	On-Track

Personalized learning plan

Build common assessments within a department, course, or grade level team.	Cluster Leads/Content teams	select	On-Track

Common asssessments

Create a Gradebook standard operating procedure (per cluster) that clearly states the process and purpose of grade entry.	Academic Director	Aug 27, 2018 to Sep 30, 2018	Not started

Gradebook

At the cluster and ILT level, teacher teams will analyze assessment data to determine effectiveness of technology tiered resources and subsequent learning needs	Academic Director/Cluster Leads	Aug 27, 2018 to Jun 20, 2019	Not started

Assessment

Build common assessments within a department, course, or grade level team.	Cluster Leads	Aug 27, 2018 to Jun 21, 2019	Behind

Common asssessments

Strategy 3

If we do...	...then we see...	...which leads to...
Select, use and or develop highly rigorous, real world, standards based tasks in all content areas	Students habitually displaying persistence and perseverance with challenging tasks, particularly when providing evidence to support answers and responses, both orally and in writing.	Increased NWEA growth and attainment.
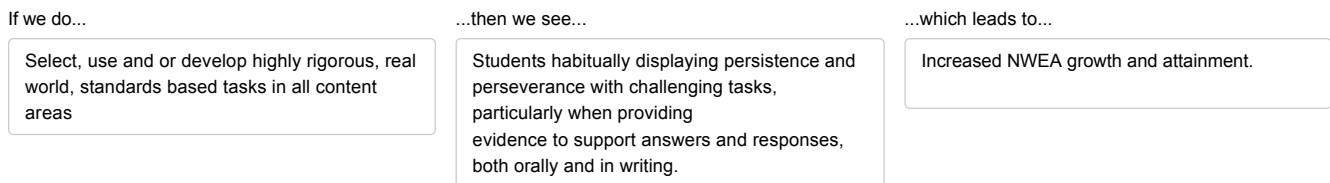
Tags:
Rigorous tasks, Rit instruction

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Engaging teachers in professional development around standards, content knowledge, and coherence to build teacher understanding of what rigor is and looks like as a task.	ILT	select	Not started

Professional Learning, Rigorous tasks

Action step	Responsible	Timeframe	Status
Analyze and review Engage curriculum to identify the rigor evident in the learning tasks and the instructional strategies needed to implement these tasks.	Cluster Leads/Instructional Coach	Aug 27, 2018 to Apr 15, 2019	Not started

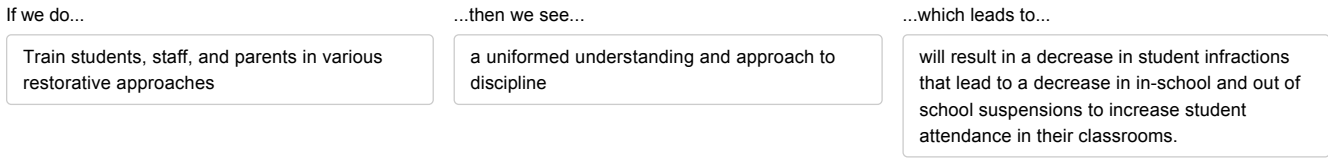**Rigorous tasks, Lesson planning, Rigorous instruction**

Analyze, determine, identify or develop rigorous differentiated tasks for small group completion.	Cluster Leads	Aug 27, 2018 to Apr 15, 2019	Not started

Rigorous tasks, Smalll group instruction

Analyzing student work and data of rigorous tasks and formulating corrective instruction as needed	Cluster Leads	Aug 27, 2018 to Jun 20, 2019	Not started

Rigorous tasks, Data analysis, Student work, Corrective instruction

Strategy 4

If we do...	...then we see...	...which leads to...
Train students, staff, and parents in various restorative approaches	a uniformed understanding and approach to discipline	will result in a decrease in student infractions that lead to a decrease in in-school and out of school suspensions to increase student attendance in their classrooms.

Tags:
Restorative approaches, Restorative justice, Discipline

Area(s) of focus:
4

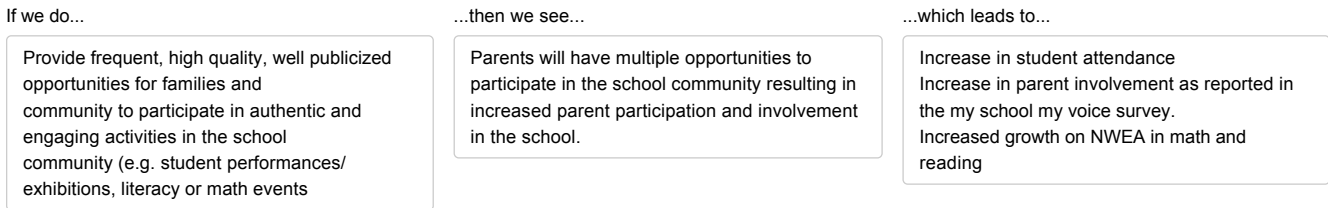| Action step	Responsible	Timeframe	Status
Develop and train a peer jury made of up of a group of 5 students in grades 6th through 8th that will meet and address low level infractions in the level 2 and 3 category.	Dean	select	Not started

Discipline, Peer jury

Implement a parent/student orientation that will review the philosophy and practices outlined in the Restorative Justice approach	Dean	Aug 27, 2018 to Sep 7, 2018	Not started

Restorative justice, Orientation

Implement Talking Circles in all classrooms by training students and teachers in the Talking Circle process.	Dean	Aug 27, 2018 to Jun 20, 2019	Not started

Talking circles

Strategy 5

If we do...	...then we see...	...which leads to...
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	Parents will have multiple opportunities to participate in the school community resulting in increased parent participation and involvement in the school.	Increase in student attendance Increase in parent involvement as reported in the my school my voice survey. Increased growth on NWEA in math and reading

Tags:
Parent partnerships, Parent engagement, Parent involvement

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
Develop a small (3-4) committee of parents to assist with the planning of school wide events.	Parent and Community Advocate	select	Not started

Parent involvement

Action step	Responsible	Timeframe	Status
Implement monthly Parent Cafes on relevant topics that are important to our parent community and the growth of students in the school.	Parent and Community Advocate	Aug 27, 2018 to Jun 20, 2019	Not started

Parent cafe

Action step	Responsible	Timeframe	Status
Develop a Parent Engage Center that will house resources for parents to use to build executive skills	Parent and Community Advocate/PAC Chair	Sep 23, 2018 to Oct 23, 2018	Not started

Parent engagement

Action step	Responsible	Timeframe	Status
Professional development to improve their knowledge and understanding of the Common Core curriculum so that they can better assist their child with homework assignments and projects.	Parent and Community Advocate/Cluster Leads	Sep 9, 2018 to Oct 31, 2018	Not started

Common core state standards, Homework, Home connection, Parent development

Action Plan

Strategy 1

NOT STARTED

Teachers will annotate weekly lesson plans to create multitiered questioning and discussion techniques that would provide opportunities for all tiers of students to access the learning targets and standards."

Sep 04, 2018 to Jun 21, 2019 - Instructional Coach

Status history

May 10

NOT STARTED May 10, 2018
Evidence
Gresham Annotation guides aligned to instructional priorities and annotation feedback forms.

ON-TRACK Weekly lesson studies will occur in cluster meetings."

Sep 04, 2018 to Jun 21, 2019 - Cluster Leads

Status history

May 10

ON-TRACK May 10, 2018
Evidence
Quarterly cluster plans, lesson study protocols, and cluster agendas/notes.
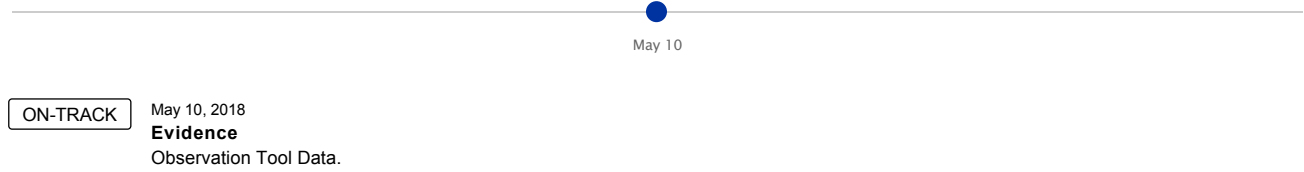
ON-TRACK

Peer Observations for whole group instruction: ELA: During peer observations, teachers will evaluate standards-aligned, sequenced text dependent

questions (and responses) that best translates into text-based writing. Math: During peer observations, teachers will observe peers knowledge of components of high quality tasks and their presence within Eureka Math to engage students in problem solving, mathematical discussion, and written explanations."

Oct 25, 2018 to Jun 21, 2019 - Instructional Leadership Team

Status history

May 10

ON-TRACK	May 10, 2018
	Evidence
	Observation Tool Data.

ON-TRACK   Small group professional learning committees."

Sep 27, 2018 to Jun 21, 2019 - PLC (Professional Learning Committee) Leads

Status history

May 10

ON-TRACK	May 10, 2018
	Evidence
	PLC calendar and agendas

ON-TRACK   Peer/Mentor Coaching"

Sep 10, 2018 to Jun 21, 2019 - Lead Teachers

Status history

May 10

ON-TRACK	May 10, 2018
	Evidence
	Peer coaching observation tools, feedback forms and data collection.

Strategy 2

ON-TRACK   Develop a one pager (information sheet) to share with parents that clearly articulates the grading system"

- Cluster Leads

Status history

May 10

ON-TRACK	May 10, 2018
	Evidence
	School Grading Policy

ON-TRACK   Create and share quarterly assessment reports that articulate student assessment progress in literacy and mathematics"

- Cluster Leads

Status history

May 10

ON-TRACK	May 10, 2018
	Evidence
	Assessment distribution report (IXL, Anet, Compass Learning, Ten Marks, Study Island, Achieve 3000)

ON-TRACK Create a Gradebook standard operating procedure (per cluster) that clearly states the process and purpose of grade entry."

- Cluster Teams/Academic Director

Status history

May 10

ON-TRACK May 10, 2018
Evidence
Gradebook Report, Failure Report, and Report Card distribution

ON-TRACK

At the cluster and ILT level, teacher teams will analyze assessment data to determine effectiveness of technology tiered resources and subsequent learning needs"

- Academic director/Cluster leads

Status history

May 10

ON-TRACK
May 10, 2018
Evidence
Data analysis protocol embedded into cluster and ILT agendas quarterly, with action steps to improve instructional moves based upon trends identified at the classroom, cluster, and school level

ON-TRACK Build common assessments within a department, course, or grade level team."

- Cluster Leads/Content teams

Status history

May 10

ON-TRACK May 10, 2018
Evidence
Examples of a variety of teacher created and teacher selected assessments

NOT STARTED Create a Gradebook standard operating procedure (per cluster) that clearly states the process and purpose of grade entry."

Aug 27, 2018 to Sep 30, 2018 - Academic Director

Status history

May 10

NOT STARTED May 10, 2018
Evidence
Gradebook Report, Failure Report, and Report Card distribution

NOT STARTED

At the cluster and ILT level, teacher teams will analyze assessment data to determine effectiveness of technology tiered resources and subsequent learning needs"

Aug 27, 2018 to Jun 20, 2019 - Academic Director/Cluster Leads

Status history

May 10

NOT STARTED
May 10, 2018

Evidence
Data analysis protocol embedded into cluster and ILT agendas quarterly, with action steps to improve instructional moves based upon trends identified at the classroom, cluster, and school level

| BEHIND | Build common assessments within a department, course, or grade level team."

Aug 27, 2018 to Jun 21, 2019 - Cluster Leads

Status history

May 10

| BEHIND | May 10, 2018
Problem
Examples of a variety of teacher created and teacher selected assessments
Root Cause
Next steps

Strategy 3

| NOT STARTED |

Engaging teachers in professional development around standards, content knowledge, and coherence to build teacher understanding of what rigor is and looks like as a task."

- ILT

Status history

May 10

| NOT STARTED | May 10, 2018
Evidence
PD agendas and teacher participation

| NOT STARTED |

Analyze and review Engage curriculum to identify the rigor evident in the learning tasks and the instructional strategies needed to implement these tasks."

Aug 27, 2018 to Apr 15, 2019 - Cluster Leads/Instructional Coach

Status history

May 10

| NOT STARTED | May 10, 2018
Evidence
Annotation and selection/development of tasks

| NOT STARTED | Analyze, determine, identify or develop rigorous differentiated tasks for small group completion."

Aug 27, 2018 to Apr 15, 2019 - Cluster Leads

Status history

May 10

| NOT STARTED | May 10, 2018
Evidence
Small group lesson plans (i.e. Road Maps)

| NOT STARTED | Analyzing student work and data of rigorous tasks and formulating corrective instruction as needed"

Aug 27, 2018 to Jun 20, 2019 - Cluster Leads

Status history

May 10

NOT STARTED | May 10, 2018
Evidence
Corrective Active Teaching Plans/Data Tracker

Strategy 4

NOT STARTED
Develop and train a peer jury made of up of a group of 5 students in grades 6th through 8th that will meet and address low level infractions in the level 2 and 3 category."

- Dean

Status history

May 10

NOT STARTED | May 10, 2018
Evidence
Peer jury training agendas. Peer jury activities.

NOT STARTED | Implement a parent/student orientation that will review the philosophy and practices outlined in the Restorative Justice approach"

Aug 27, 2018 to Sep 07, 2018 - Dean

Status history

May 10

NOT STARTED | May 10, 2018
Evidence
Orientation agenda outlining activities.

NOT STARTED | Implement Talking Circles in all classrooms by training students and teachers in the Talking Circle process."

Aug 27, 2018 to Jun 20, 2019 - Dean

Status history

May 10

NOT STARTED | May 10, 2018
Evidence
Talking Circle training agendas. Video evidence of classroom talking circles

Strategy 5

NOT STARTED
Develop a small (3-4) committee of parents to assist with the planning of school wide events."

- Parent and Community Advocate

Status history

May 10

NOT STARTED

May 10, 2018
Evidence
Sign in sheet and agendas for committee meetings. Parental involvement on the planning committee for school events (i.e. attendance and assembly committee).

NOT STARTED

Implement monthly Parent Cafes on relevant topics that are important to our parent community and the growth of students in the school."

Aug 27, 2018 to Jun 20, 2019 - Parent and Community Advocate

Status history

May 10

NOT STARTED

May 10, 2018
Evidence
Parent Cafe agendas and acitivities.

NOT STARTED

Develop a Parent Engage Center that will house resources for parents to use to build executive skills"

Sep 23, 2018 to Oct 23, 2018 - Parent and Community Advocate/PAC Chair

Status history

May 10

NOT STARTED

May 10, 2018
Evidence
Identified location of parent engagement center with resources. Agendas and sign in sheets for trainings.

NOT STARTED

Professional development to improve their knowledge and understanding of the Common Core curriculum so that they can better assist their child with homework assignments and projects."

Sep 09, 2018 to Oct 31, 2018 - Parent and Community Advocate/Cluster Leads

Status history

May 10

NOT STARTED

May 10, 2018
Evidence
Professional development sign in sheets and agendas. Homework completion rates. Parents survey reports.

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

> Administration will meet with parents during PAC meetings to review and revise the parent involvement plan and policy. Gresham also will hold additional meetings to involve parents in the process of school review and improvement. Grade level teams hold monthly meetings with parents to discuss academics, behavior and attendance goals and to brainstorm strategies for improvement.

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

> The annual meeting to inform parents of the school's participation in Title 1 programs will be held at the beginning of the school year. Monthly PAC meetings are coordinated by our parent PAC members and all parents are invited to attend. Additionally, monthly parent meetings are coordinated by grade level teams and explore academics, behavior and attendance. Parents are notified about the about the various meetings through flyers sent home and mailed, individual phone calls, the Gresham website and marquee, and the CPS all call system. The Annual Meeting was held September 20, 2018 and the Organizational meeting was held on September 20,2018.

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.

> Gresham has a Parent Advisory Council will meet monthly. Additionally, we hold monthly grade level parents meetings, where parents have the opportunity to provide suggestions and participate in decisions that impact the education of their children. Additional parent meetings are held as needed or requested to address special issues (i.e 8th grade graduation, on track progress and testing).

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.

> This information will be distributed during Report Card Pick Up and will also be mailed to parent's home address. To increase parents' understanding of assessments a training is conducted during grade level parent meetings.

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.

> Notices will be mailed to parents as required when this condition occurs.

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.

A comprehensive training is provided for parents yearly through our parent meetings. Additionally, workshops to explain this information occurs during grade level parent meetings. These training and workshops include handouts that parents can use for reference.

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.

Our Parent/Community representative and Parent Advisory Council work together to provide a variety of information and resources to assist parents in working with their children. Trainings and workshops will be held monthly on a variety of relevant topics. Additionally, we will provide incentives to encourage participation and increased parental involvement.

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.

The school will provide training in this area during our professional development meetings. Additionally, teachers are encouraged to attend parent meetings to participate and share vital information about their students with parents. Our community resource coordinator also participates in trainings on increasing parental involvement and will share this information with staff during PD sessions.

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.

Our Parent Advisory Council will work together with the administration team to create programs and host events that encourage early childhood involvement. Our pre-kindergarten teachers will host meetings to inform parents on important information regarding their child's education.

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.

We will involve parents in the design of materials to ensure that they are understandable. Information for all programs and meetings are sent home using a variety of formats including; flyer, email, individual phone calls, Gresham website and the all call system.

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.)

Teachers will participate in ongoing professional development opportunities to strengthen and improve instructional practices. Our mission is to increase teachers' capacity to provide rigorous and relevant instruction with the goal of increasing student achievement. The Instructional Leadership Team will serve as a vehicle for teacher growth by providing intensive coaching and support using the Common Core State Standards and the new Reach evaluation tool as a guide.

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.

Grade level teacher leaders will coordinate individual parent-teacher conferences on an as needed basis for students who are off-track. The school will host parent teacher conferences as part of the district scheduled report-card pick up 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.

Progress reports are sent home weekly with students. Additionally parents and encouraged to sign up for the Parent Portal. Progress updates are also available during monthly parent grade level meetings.

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

The parent can contact the school or the staff member directly at any time to schedule an appointment to discuss their child's progress. Additionally, teachers and other support staff attend grade level team meetings and quarterly parent grade conferences.

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.

Parents are encouraged to meet the parent and community rep to complete the required documentation to become a school volunteer. Once all documents are received the administration will develop a volunteer schedule with the parent and inform them of all volunteer opportunities. Parents can contact the office or the teacher directly to schedule a time to observe classroom activities for their child.

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

Parents are encouraged to sign up for Parent Portal to manage their child's progress. Additionally parents will be educated about attendance procedures and how they can assist with improving their child's attendance.

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

Administration will meet with parents during PAC meetings. Grade level parent meetings are also scheduled monthly to involve parents in decisions that effect their child.

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).

A variety of programs are implemented to increase students' responsibility for their academic achievement. Students are required to be on track and have a 95% attendance rate to participate in special activities and incentives. Students receive regular reports on their progress through homerooms

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.

Our goal for our parents consist of educating them through varies parent training such as parent portal computer training, CPR first aid, and Understanding comprehensive test taking skills. Also family activities which include literacy and math night. We will strive to build a collaborative relationship with parents to ensure the life-long success of every student within our school.

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.	$ 415 .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.	$ 895 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 685 .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) | $ | 500 | .00 |

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

| <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. | $ | 250 | .00 |

| <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. | $ | Amount | .00 |

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

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

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