



Walt Disney Magnet Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date Participants Topic

02/16/2018	PAC	Review of CIWP Initiatives for input
01/16/2018	LSC	State of the School and review of CIWP
11/14/2017	ILT	Discussed current initiatives outlined in the 2016-18 Goals and Action Steps. They are to lead their grade level teams in determining if actions steps should continue, be deleted or revised. Asked team to meet with grade level teachers for additional input.
01/12/2018	ILT	Provided grade level feedback for CIWP review process
11/03/2017	Whole school staff	Review of student progress towards meeting growth and attainment targets
02/02/2018	Whole school staff	Review and discussion of grade level input for CIWP
09/27/2018	Admin Team	Reviewed and reassessed CIWP Framework; added Leadership and Collective Responsibility
09/14/2018	PAC Organizational Meeting	Approved the PAC plan and budget; elected officers
10/09/2018	ILT	Addition of Leadership and collective responsibility to CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 **4**

- School Mission & Vision
- School Organization Chart
- Theory of Action
- School Schedules
- PD Calendars/Agendas
- School wide assessment data
- SQRP
- Teacher and Parent Handbooks

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

LT feedback about concerns and celebrations
 ILT Monthly meeting agendas
 ILT professional discussions/articles
 ILT schedule for sharing out to grade levels
 70.2% completion of My School, My Voice survey for teachers

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 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	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

1 2 3 4

Professional Development Agendas
 STARS PD procedure
 Collaboration/Peer observations, flexible by team
 Strategies Share Outs during weekly team meetings
 Coaching conversation around math talks & small group instruction at Literacy and Math Team meetings
 Professional Development resources
 Professional readings
 Tricks of the Trade Workshops
 Push-in of Tech Liaison and Tech integration
 Code.org
 Weekly Data Dialogues

Guide for Professional Learning

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

work through struggles.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?✓ PD agendas, PD feedback: surveys✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none">✓ SQRP Attainment and Growth✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
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 Leaders B6. Professional Development Provided for Staff Leaders

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none">✓ Teaching the Teachers✓ Making Better Use of Research✓ Upcoming Professional Learning Opportunities✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1 2 3 4

School Schedules
Teacher Retention data
Urban Gateways, Computer Science for All, CSO, Disney Museum, Consultant for the Arts
Aligned text materials
Budgets by grade level
Teacher review of resources
Teacher Supply Wish List
Community Resources
Evidence of effectiveness
CAC Units of Study

Guide for Aligned Resources

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

- Create a positive climate and working conditions for teaching that attracts and retains educator talent.
- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Harcourt Reading Common Core
 Harcourt Go Math and Big Ideas
 Direct Instruction (DI)
 Fast ForWord
 Pacing Guides
 Ready Core
 Science Fusion
 eSpark, IXL, NewsEla,
 College and Career Unit
 Variety of facilities

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).

- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1 2 3 4

Journeys and Harcourt Literacy
 Go Math and Big Ideas
 eSpark
 Coding
 SEL
 NewsEla
 IXL Math
 Think Central
 ST Math
 DI
 Fast ForWord
 Flocabulary
 Social Studies textbook
 Science Fusion
 Mars Task
 Lesson Plan Format/Expectations
 Brainpop, CNN News, Kahoot, MyOn, Safari Montage
 Reading A-Z

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

Student Writing samples
 Student Math samples
 Project-based learning
 CAC units
 Gifted-Quarterly projects (KUD)
 Principal provided professional reading
 Mars Tasks
 Coding
 3D Printing
 Lesson Plan Format/Expectations
 Varied Instructional Methodology

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP 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	
	<ul style="list-style-type: none"> ✓ Teaching For Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Antecedents 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

Data on students to selective enrollment high schools
 Scheduled trips to high schools
 College and career units
 5th-Discovering yourself
 6th- High Schools
 7th-Colleges
 8th-Careers
 Coding curriculum
 Career Speakers
 College visits
 High School Fair
 Golden Apple Scholars
 Transitioning from 1st floor to 2nd flr and from 2nd flr to 3rd flr
 Career Speakers on 1st and 2nd flr
 Code.Org

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

1 2 3 4

- Flexible and strategic student grouping
- Lesson discussion
- Strategies binder
- DDI (data-driven instruction) exit tickets, assessments
- MTSS
- Varied Instructional Strategies
- Marzano's 9 Essential
- Higher order thinking questions
- Reciprocal Teaching
- Professional readings
- Instructional pacing
- 21st Century Learning
- Lesson Plan format

Guide for Instruction

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

- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Pacing documentation
 Local grading policy
 School wide grading scale
 Grading categories weights
 Gifted grading scale
 DI grading scale
 Grade Distribution reports (course success rate)
 PPLC homework grading
 Sports eligibility process
 Shared rubrics
 Formative and Summative assessments
 Digital assessments-Think Central, IXL analytic

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 3 4

MTSS Tracker
 Referral Process
 Personal Learning Plans
 Tiered assessments
 Remediation Plan
 Progress reports
 Failure notices
 MTSS PD to explain process
 Interventions and accommodations
 Special Education Team
 Self-contained, inclusion and resource models
 Health curriculum-SEL
 Sex Ed
 Parent Teacher Conferences

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
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Measures	✓ 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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

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Culture for Learning:

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

Score

1 2 3 4

Exit ticket trackers
 Student portfolios
 Student goal setting
 Growth Mindset info
 Second Step
 The Disney Way
 Calm Classroom
 Classroom expectations
 Displaying student work
 Power of Four
 Progress Charts
 Academic goal setting conversations-grades, MAP scores
 STARS Bulletin board
 DDI Boards
 HOTS
 Classroom Discussions
 21st Century Learning
 Common Language
 Classroom Environment Checklists
 Bulletin Boards featuring Colleges and Careers

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work: evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> ✓ C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ 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

Score

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.

- Student survey
- ILT Concerns and celebrations
- Shout Outs
- Secret Colleague recognition
- Peer Observation
- Social Committee Events-(Pot lucks, etc.)
- Second Step
- Mental Magic
- SEL Focus
- Pep Rally
- Social Services small groups
- Indoor recess-group
- School Sports

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student interest surveys
 Naviance
 Second Step
 Rates of completion My Voice, My School
 Pep Rally
 3rd floor Incentive Program
 Field Trips
 Sports
 Battle of the Books
 Code.org
 Arts and technology extensions
 Classroom expectations co-creating with students and teachers
 Mental Magic SEL Focus
 Social Services small groups: Anger management, social skills

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • MYMS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Sample learning reports and/or reflections of SL projects • Link and curriculum maps, rubric, assessment artifact • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS Standards

Safety & Order:

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

Score

1 2 3 4

Security guards
 Student Survey
 Student logger report
 REACH evaluation report-majority of teachers are proficient or distinguished in classroom management and procedure
 The Disney Way
 Mental Magic
 Detention Pilot
 Entry and exit procedures
 Morning and afternoon duty schedule
 Admin and adults prescribe and model
 Co-creating classroom rules and expectations
 Calm 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	<ul style="list-style-type: none"> ✓ MYMS 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

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.

1 2 3 4

- Parent meetings
- Floor directors (small school within a school model)
- Administrative team
- Mental Magic
- Student Logger
- School student survey
- Student My Voice, My School-completion data
- Restorative Practice
- Mindful Practice SEL themes
- 3rd floor incentive programs
- Reflection sheets
- MTSS monitoring protocol
- Detention Pilot

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

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

School parent survey completion
Report on parent portal
Report card pickup
Outreach efforts
Flyers
Principal Bi-weekly newsletter
Disney Website
PAC, BAC, LSC, PTA
Coffee and Conversation
LSC, PAC, PTA Newsletters
Redesign of school website
Parent Volunteers
PTA fundraiser
Parent Volunteer Dinner
Men and Women of Disney
Parent Guilds
Family Science Night for 1st floor
College and Career Fair
CAC Units
Parent volunteer for field trips
Parent training workshops
PTA Movie Night and Movies in the Park
PTA Facebook page
College and career night

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts
Suggested Evidence	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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National School Growth Percentile - Reading

We experienced a drop of 9 percentile points in reading growth from 2016 to the current performance level and did not meet our growth goal of 90%. We believe this was due to our intense focus to improve math performance and realize that we had difficulty stabilizing and improving both content areas simultaneously. To that end we have hired a curriculum coordinator who has a focus on both reading and math.

88.00	79.00	81.00	83.00	85.00
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Given the 4% drop in 2017, we established our future targets using a more realistic lens. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in reading.

National School Growth Percentile - Math

We experienced a gain of 15 percentile points in math growth from 2016 to the current performance level, exceeding our established goal of 78%. We believe this was due to our intense focus to improve math performance during the previous school year. We wish to stabilize and improve math so the hiring of a curriculum coordinator will help us maintain and improve in both the reading and math content areas.

73.00	88.00	88.00	90.00	92.00
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Given the unprecedented 15% gain in 2017, we established our future targets looking to sustain our current progress. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in math.

% of Students Meeting/Exceeding National Ave Growth Norms

We did not experience significant gains in the area the % of students meeting and/or exceeding National Growth Norms. While overall growth is relatively stagnant, our students maintain high levels of attainment. We have provided professional development support for our teachers in the area of differentiation to help improve this metric. The curriculum coordinator is also available to support and model differentiation and grouping strategies.

68.00	68.70	71.00	73.00	75.00
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Given the stagnation of progress in 2017, we established our future targets using a more realistic lens. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress.

African-American Growth Percentile - Reading

We experienced a drop of 3 percentile points in reading growth from 2016 to the current performance level for this population demographic. This drop is concurrent with an overall drop in the area of reading growth for all students. Given the 3% drop in 2017, we established our future targets using after analyzing multiple sources of data and looking at data trends. We believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in reading for this population sub-group.

81.00	78.00	80.00	82.00	84.00
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Hispanic Growth Percentile - Reading

We experienced a drop of 6 percentile points in reading growth from 2016 to the current performance level for this population demographic. This drop is concurrent with an overall drop in the area of reading growth for all students. Given the 6% drop in 2017, we established our future targets using a more realistic lens. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in reading for this population sub-group.

82.00

76.00

78.00

80.00

82.00

English Learner Growth Percentile - Reading

A baseline was provided for our students since this demographic did not have a previous data point by which we could measure improvement in this area. Without trend data we established our future targets based on a realistic growth goal that will move our school forward and ensure stable and sustainable student progress.

(Blank)

(Blank)

19.80

22.00

24.00

Diverse Learner Growth Percentile - Reading

We exceeded our exceeded growth target expectations by 25 percentile points in FY2017 with this population demographic. Given the possibility of an unsustainable 25% gain in 2017, we established our future targets looking to sustain our current progress. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in reading for this population sub-group.

60.00

85.00

85.00

87.00

89.00

African-American Growth Percentile - Math

We exceeded our established growth target expectations by 15 percentile points in FY2017 with this population demographic with total growth exceeding our original target by 26% in 2017. A school-wide focus on math improvement may have attributed to this gain, directly correlated to the school's overall gain in mathematics that was demonstrated. We established our future targets looking to sustain our current progress. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in math.

55.00

81.00

81.00

83.00

85.00

Hispanic Growth Percentile - Math

We exceeded our established growth target expectations by 7 percentile points in FY2017 with this population demographic, demonstrating an overall gain of 11 percentile points. A school-wide focus on math improvement may have attributed to this gain, directly correlated to the school's overall gain in mathematics that was demonstrated. We established our future targets looking to sustain our current progress and grow incrementally. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in math.

77.00

88.00

90.20

91.96

93.37

English Learner Growth Percentile - Math

A baseline was provided for our students since this demographic did not have a previous data point by which we could measure improvement in this area. We established our future targets looking to sustain current progress and grow incrementally. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in math.

(Blank)

(Blank)

19.80

22.00

24.00

Diverse Learner Growth Percentile - Math

We did not meet our established growth target expectations for this population demographic in FY2017. We reviewed expected future targets using this formula. After analyzing multiple sources of data, we believe the established goals to be lofty for this population demographic as trend data has been historically unreliable in predicting results. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in math.

45.00

43.00

45.00

47.00

49.00

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

We exceeded our established attainment target expectations in FY2017. We established our future targets looking to sustain current progress and grow incrementally. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in math.

92.00	95.00	95.80	96.44	96.95
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National School Attainment Percentile - Math (Grades 3-8)

We exceeded our established attainment target expectations in FY2017. We established our future targets looking to sustain current progress and grow incrementally. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in math.

86.00	92.00	93.40	94.52	95.42
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National School Attainment Percentile - Reading (Grade 2)

We exceeded our established attainment target expectations in FY2017. We established our future targets looking to sustain current progress and grow incrementally. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in math.

88.00	95.00	95.80	96.44	96.95
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National School Attainment Percentile - Math (Grade 2)

We exceeded our established attainment target expectations in FY2017. We established our future targets looking to sustain current progress and grow incrementally. After analyzing multiple sources of data and looking at data trends, we believe these are realistic goals that will move our school forward and ensure stable, incremental, and sustainable student progress as we aim to increase growth in math.

78.00	96.00	96.60	97.08	97.46
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% of Students Making Sufficient Annual Progress on ACCESS

We used the baseline from 2016 since this assessment did not have a previous data point for the previous year with which we could establish and measure improvement in this area. After analyzing multiple sources of data, we believe these are realistic goals that will move our school forward and ensure adequate student progress.

49.20	(Blank)	51.00	53.00	55.00
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Average Daily Attendance Rate

Our attendance rate remains stable, above 96%. However it did dip by .3 in 2016-2017. It is our goal to remain above the 95% threshold established for all schools.

96.50	96.20	96.50	96.50	96.50
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My Voice, My School 5 Essentials Survey

We achieved our goal of meeting the standard for Organized as measured by the My Voice, My School survey. We continue to strive to be recognized as well organized by our parents, staff, and students.

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Continue to increase teacher capacity for implementing ELA CCSS into practice

rigorous instruction and assessment practices aligned to CCSS that build on skills from one

an increase for all students' meeting or exceeding reading growth targets to 83%,

grade to the next.

86.2%, and 88.8% and increases in student attainment to 95.8, 96.4 and 96.95 incrementally each year through 2020.

Tags:

Assessments, Lesson planning, Academic achievement, Academic growth, Broad repertoire of instructional strategies, Literacy team

Area(s) of focus:

1, 2, 4

Action step	Responsible	Timeframe	Status
Continue to implement Direct Instruction for struggling readers in grades K-3.	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track

Literacy/Reading, Small group instruction, Allocate funds

Students will be assigned to appropriate instructional groups : GenEd, DI, Diverse Learners, Bilingual, EL, or Gifted	Admin; Floor Directors; Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Literacy/Reading, Diverse Learners, Analysis of data, progress monitoring, rit instruction, small group instruction, Allocate funds

Continue to implement the Comprehensive Gifted Program in K-8.	Admin; Floor Directors; Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Specialized Academic Programs - Gifted, Allocate funds

Continue to use Fast ForWord for struggling readers in grades 2-3.	Admin; Floor Director; Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Literacy/Reading, Small group instruction, Allocate funds

The Curriculum Coordinator will model strategies in the classroom (i.e. reciprocal teaching, QAR, written response to reading, HOTS, etc.); CC will support teacher needs (formative assessments) and evaluating student progress.	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Teachers will identify the appropriate materials to implement the curriculum (all subjects); instructional materials.	Teachers; Unit Leaders	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Allocate funds

Teachers will identify the appropriate supplies to implement the curriculum (all subjects).	Teachers; Unit Leaders	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Allocate funds, Diverse learner modifications

Teachers will utilize online resources (i.e. ThinkCentral, BrainPop, eSpark (K-5, IXL, News ELA, MyON library, and Safari) and technology (ipads, Promethean Boards and labs) to present deliver, and differentiate curriculum to all students.	Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Allocations of funds for purchasing materials for instruction and professional development

Teachers will use Ready Common Core Reading for regular test practice.	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Literacy/Reading, Allocate funds

Continue to refine/implement the college and career readiness units in the upper grades: 5th - Job Readiness, 6th - High School Selection, 7th - College Preparation and 8th - Career Exploration; Ensure that these units have a writing component.	3rd Floor Director; teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Literacy/Reading, Allocate funds

Provide Diverse Learner teachers with the appropriate supplies to implement the curriculum.	Admin	Sep 4, 2018 to Jun 19, 2020	On-Track
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Literacy/Reading, Diverse Learners, Diverse learner teachers, Allocate funds

Purchase four reduced-size teachers to support/implement the educational program.	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Allocate funds

Purchase one reduced class size teacher to support/implement the educational program	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Allocate funds

Purchase three reduced class size teachers to support /implement the educational program	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Allocate funds

Purchase two teacher aides to support the implementation of both Direct Instruction and Fast ForWord.	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Allocate funds

Teachers will expand academic and content vocabulary according to CCSS throughout the school year using Flocabulary.	Teachers	Jul 1, 2018 to Jun 30, 2019	On-Track
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Literacy/Reading, Technology integration, Allocate funds

Purchase software and/or apps to support the writing program with the EL population	Bilingual coordinator	Jul 1, 2018 to Jun 30, 2019	On-Track
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Writing, Bilingual education, Allocate funds

Purchase refreshments and supplies for the Bilingual Advisory Council (BAC)	Bilingual coordinator	Jul 1, 2018 to Jun 30, 2019	Not started
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Allocate funds, Bilingual committee

Examine formative data on a regular basis to determine mastery, groupings ,and pacing	Teachers; admin	Sep 4, 2018 to Jun 19, 2020	On-Track
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Literacy/Reading, Data Use, Data walls, Data conversations, Data meetings

Teachers will use the 5-component Disney lesson plan template to plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions	Teachers; Floor Directors	Sep 4, 2018 to Jun 14, 2019	On-Track
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Literacy/Reading, 21st century skills, Academic achievement, Technology integration, Texts, Academic growth, Academic gains, Teaching practices, The taught curriculum, Administrative monitoring and support

Align units of instruction (vertically/horizontally) to scope and sequence maps/pacing guides using Harcourt Journeys K-5 and Holt Literature 6-8	Teachers; Floor Directors	Aug 31, 2018 to Jun 19, 2020	On-Track
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Curriculum Design, Administrative monitoring and support, Blanced grading and assessment

Provide funding for Chicago Early Learning program supplies	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Early literacy, Early childhood

Continue the monthly voluntary literacy meetings to evaluate the reading and writing programs and make recommendations about improvements, supports, analysis of student writing.	Curriculum Coordinator	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading

Teachers will communicate every five weeks with the MTSS team (floor director, counselor & APs) to identify students in need, next steps, interventions, etc.; MTSS Team meets every five weeks to monitor student progress and needs.	Admin; Teachers; MTSS Team	Sep 4, 2018 to Jun 30, 2020	On-Track
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Diverse Learners, Mtss process

Teachers will modify activities, instruction & lesson based on student MAP reading strengths/targets; Strategies include use of DDI materials, differentiated instruction, interventions, HOTS, eSpark apps, etc.	Admin; Teachers; MTSS Team	Sep 4, 2018 to Jun 30, 2020	On-Track
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Diverse Learners, Mtss process

Curriculum Coordinator will lead professional development that focus on CCSS, Literacy, Test Taking Skills, Writing, Math, Social Studies, and Science during school wide PD.	Curriculum Coordinator	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Professional development

Teachers will expand their use of HOTS, critical analysis of complex text, incorporating a range of reading genres, and brain-based learning, Using questioning and discussion techniques to deepen student understanding.	Teachers	Sep 4, 2018 to Jun 30, 2020	On-Track
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Component 3b, Essential questions, Question and discussion techniques

Teachers in bilingual education and EL resource will ensure there is environmental print displayed in their classrooms (English, Spanish, Urdu, and Wida)	Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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ESl strategies, Classroom environment, Bilingual education

Bilingual and EL teachers will analyze the MAP data to identify the strengths and targets in the reading skills at the end of each testing administration.	Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Data anaysis, Bilingual education

The Curriculum Coordinator will schedule times to observe and support teachers both bilingual and ESL teachers with reading and writing strategies.	Curriculum Coordinator; Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Coaching support, Bilingual education, Observation and feedback

Principal will encourage staff to get ESL endorsements in order to support our students' needs.	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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ESL strategies

Bilingual and EL teachers will implement strategies to increase vocabulary (i.e. everyday language, written text and field of study language) and use SLOP strategies to support the needs of EL students.	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Bilingual education

Bilingual coordinator to inform parents of the program objectives and ACCESS results.	Bilingual coordinator	Sep 4, 2018 to Jun 19, 2020	On-Track
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Parent engagement, Bac, Bilingual education

Bilingual teachers to inform parents of the MAP results with strategies to support students learning at home.	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Parent partnerships, Bac, Bilingual education

Bilingual teachers will ensure that students are provided with the required minutes of native language instruction.	Teachers; Bilingual Coordinator	Jul 1, 2018 to Jun 30, 2020	On-Track
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Bilingual education

Bilingual team will identify articles, strategies, and materials that will help EL increase proficiency in new ways.	Teachers; Bilingual Coordinator	Jul 1, 2018 to Jun 30, 2020	On-Track
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Bilingual committee

Teachers will continue to implement the CCSS Harcourt Spanish Series to help students transition to the English Language.	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Bilingual education

Continue to support the needs of Urdu Language students through EL resource services, small group instruction, use of environmental print, etc.	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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ESL strategies

Bilingual coordinator will attend the English learners' professional development activities provided by the system; share information with Bilingual and EL resource teachers as needed.	Bilingual coordinator	Jul 1, 2018 to Jun 30, 2020	On-Track
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Bilingual professional development

Teachers will diversify their reading instructional toolbox by collecting and sharing strategies and professional readings (Strategy Binders), monitored by the floor Directors.	Teachers; Floor Directors	Sep 4, 2018 to Jun 30, 2019	On-Track
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Differentiated instruction, Instructional strategy

Strategy 2

If we do...

...then we see...

...which leads to...

Continue to increase teacher capacity for	rigorous instruction and assessment practices	an increase for all students' meeting or
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implementing Math CCSS into practice

aligned to CCSS that build on skills from one grade to the next.

exceeding math growth targets to 90.2%, 91.96%, and 93.37% and increases in student attainment to 93.4, 94.5 and 95.4 incrementally each year through 2020.

Tags:

Math, Math curriculum, Ccss math, Math instruction

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Status
Teachers in grades 2&3 (inclusive of Diverse Learners) will continue to provide ST Math one hour a week to support learning.	Teachers	Sep 4, 2018 to Jun 21, 2019	On-Track
Math, Diverse Learners, Allocate funds			
Teachers will utilize online resources and technology in presenting and delivering curriculum to all students (i.e. ThinkCentral, BrainPop, eSpark, Safari, IXL Math and ST Math.)	Teachers	Sep 4, 2018 to Jun 21, 2019	On-Track
Math, Diverse Learners, Allocate funds			
Teachers will review and practice the standardized test format with students in grades 3-8 (school wide simulation); Teachers will use Ready Common Core Math for regular test practice.	Teachers	Sep 4, 2018 to Jun 21, 2019	On-Track
Math, Allocate funds			
Purchase and implement Blue Streak to support students with basic math skills	Admin; teachers	Sep 4, 2018 to Jun 21, 2019	On-Track
Math, Allocate funds			
Continue our heterogeneous grouping practices for 3-8 in all subject matters (math, reading, science and social studies); heterogeneous math, science and social studies and homogeneous reading for K-1: walking homogeneous reading 2: walking homogeneous reading and math/homeroom	Admin; Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
Math, Student grouping, Instructional grouping			
Teachers will continue to implement CCSS aligned Harcourt Go Math K-5 and 6-8 Holt Big Ideas Series.	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
Math, Go math			
Continue to implement the gifted program in K-8; homogeneous self-contained classrooms; accelerating math a full year; emphasizing real life application and problem solving strategies.	Admin; Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
Math, Talented and gifted			
Teachers will work together to create a curriculum document that identifies the big concepts, pacing schedule and helpful tips for parents quarterly.	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
Math, Parent newsletter, Pacing guides			
Teachers will communicate every five weeks with the MTSS team (floor director, counselor & APs) to identify students in need, next steps, interventions, etc.; MTSS Team meets every five weeks to monitor student progress and needs.	Teachers; Floor Directors; MTSS Team	Sep 4, 2018 to Jun 19, 2020	On-Track

MTSS, Math, Diverse Learners

Teachers will modify activities, instruction & lessons based on student MAP math strengths/targets for math; Strategies include the use of DDI, small group instruction, math talks, use of multi-step problems, real life problem solving and questioning.	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Math, Diverse Learners, Differentiated instruction, Observations, Learner engagement

Continue the monthly voluntary mathematics meeting to evaluate the math curriculum, make recommendations for improvements and identify strategies to support student learning. Math team will collaborate on identifying rigorous tasks and sample mathematics units from CPS Math Content Framework; Math team members will share strategies at data dialogue meetings once a month.	Curriculum Coordinator	Sep 4, 2018 to Jun 21, 2019	On-Track
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Math instruction, Data conversation, Math planning

The Curriculum Coordinator will model math strategies in the classroom (i.e. math talks, MARS tasks, strategic grouping strategies, etc.); CC will support teacher needs (formative assessments) and evaluating student progress.	Curriculum Coordinator	Sep 4, 2018 to Jun 21, 2019	On-Track
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Math, Math professional development

Teachers will diversify their instructional toolbox by collecting and sharing strategies and professional readings (Strategy Binders), monitored by the floor Directors.	Teachers; Floor Directors	Sep 4, 2018 to Jun 30, 2019	On-Track
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Math, Math interventions, Math instruction

Strategy 3

If we do...

...then we see...

...which leads to...

Continue to increase teacher capacity for implementing Science NGSS into practice	Increased rigor of instruction to prepare students for shifts in science instruction adopting an inquiry-based model approach to instruction	an increase in student engagement, academic success in science, optimal gains in student academic growth and stability or increases in attainment each year as measured by the ISA and classroom assessments.
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Tags:
Science, Ngss, Science instruction

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Status
Purchase an aide to function as the science assistant who oversees the science lab, orders materials, maintain the vivarium and community garden.	Admin	Jul 1, 2018 to Jun 30, 2019	On-Track

Science, Science instruction, Allocate funds

Science assistant will maintain the 3D Printing/Maker's Lab; Floor Directors and Teachers will Investigate how to integrate lab usage into instruction.	Science Assistant	Sep 4, 2018 to Jun 21, 2019	On-Track
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Science and technology, Allocate funds

Teachers will administer the NWEA science assessment to students in grades 3 through 8 and review the results to determine instructional focus and efficacy.	Teachers	Sep 4, 2018 to Jun 21, 2019	On-Track
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Diverse Learners, Science assessment, Allocate funds

Continue to provide materials/supplies to fully implement the science lab	Science Assistant	Jul 1, 2018 to Jun 30, 2019	On-Track
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Allocate funds, Science inventory

Teachers will continue to study, implement and assess the Next Generation Science Standards (2016) within their science lesson plans and instruction; schedule NGSS presentations at grade level meetings, before/after-school and/or professional development meetings whenever possible.	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Science

Floor Directors and Teachers will schedule classes into the science lab to provide hands on experiments.	Science assistant; teachers	Sep 4, 2018 to Jun 21, 2019	On-Track
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Science, Science instruction

Continue the school wide implementation of Science Fusion daily (K-8) and embed science standards (NGSS).	Teachers	Sep 4, 2018 to Jun 19, 2020	Behind
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Diverse Learners, Lesson plans, Science instruction

Teachers in grades K-4 will identify science experiments to implement quarterly (three to four experiments.)	Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Science lab, Science standards, Science task

Teachers will continue to provide coding instruction for a half hour a week using code.org with monitoring by the Floor Directors.	Teachers; Floor Directors	Sep 4, 2018 to Jun 19, 2020	On-Track
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Stem, Science and technology, Computer science for all

Teachers will identify a science word or concept weekly for instructional focus, one person per floor.	Teachers; Floor Directors	Sep 4, 2018 to Jun 19, 2020	On-Track
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Science standards

Strategy 4

If we do...

Continue to strengthen our instructional program by 1) applying our magnet focus of arts/technology integration, 2) providing professional development on varied instructional methodologies, 3) focusing on our problem of practice (POP) – higher order thinking strategies and 4) increasing knowledge and implementation of the common core state standards.

...then we see...

Instruction that provides multiple opportunities for authentic learning and that develops students' critical thinking and problem solving capacities.

...which leads to...

100% of classrooms engaged in project based learning with the design process which leads to students with a well-rounded educational background and prepared for the 21st century.

Tags:
Specialized Academic Programs - Magnet, Arts integration, Technology integration

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Status
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Continue to empower the STARS team to identify professional development activities that will support the educational focus on varied instructional methodology, brain based learning ,literacy improvement, etc. Plan professional development activities, approve workshops/conferences funded through STARS, oversee monthly Tricks of the Trade, update STARS website, and develop monthly STARS bulletin boards.	Admin; STARS Team	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Professional development, Teacher leadership, Allocate funds

Implement the school's technological vision thru staff training on integrating technology with curriculum, installation and maintenance of equipment, garnishing resources. Purchase Technology coordinator.	Administration; Technology Coordinator	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Technology integration, Allocate funds

Designate seven magnet positions; Music Technologies, 21st Century Solutions, General Music, Science Art and 3 Kindergarten positions.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Allocate funds

Purchase two technology assistants to support the technological needs of the school.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Technology integration, Allocate funds

Provide funds for maintenance and materials to effectively implement the school's technological labs and programs.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Technology integration, Allocate funds

Provide Chinese Language instruction to students in the Gifted Program and Tuition Based Preschool; Purchase two Chinese Language teachers.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, World language, Allocate funds

Provide art instruction as part of our arts/technology magnet focus; Designate one art position to support our magnet focus of arts/technology.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Fine arts, Arts integration, Allocate funds

Continue to provide materials to shared facility teachers to effectively implement their programs (Art, Music, Computers, Library, and Physical Education)	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Arts integration, Technology integration, Allocate funds

Purchase second year lease payment for computer upgrades in the Digital Lab	Administration	Jul 1, 2018 to Jun 30, 2019	On-Track
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Specialized Academic Programs - Magnet, Technology integration, Allocate funds

Purchase a third and fourth physical education teacher to provide the necessary physical education minutes to all students.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Allocate funds

<p>Provide a consultant to support teachers during their art integrated units; Support teachers with script development, performances, video, staging, etc.</p> <p>Provide additional support for the arts integrated projects; backdrops, costumes, displays, materials; update materials in resource room needed for projects.</p> <p>Provide PODS with money to support and enrich the projects. Enhance our school's arts/technology focus through providing artist to support and enrich our arts integrated units</p>	Admin; teachers; consultant	Jul 1, 2018 to Jun 30, 2019	On-Track
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Specialized Academic Programs - Magnet, Arts integration, Allocate funds

Provide software audit and analysis to evaluate efficacy and use of current programs.	Admin; teachers; consultant	Jul 1, 2018 to Jun 30, 2019	On-Track
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Allocate funds, Instructional alignment

Curriculum Coordinator to provide new teachers with orientation/support in the areas of school procedures, instructional strategies, lesson planning, environment, etc.	Curriculum Coordinator	select	On-Track
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Curriculum Design, Allocate funds, Curriculum development

Provide funds to purchase equipment to implement technology focus (i.e replacement earbuds, ipad keyboards and cases, etc.)	Admin; Technology Coordinator	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Technology integration, Allocate funds

Purchase new Promethean Boards to replace those that are aging out of use.	Admin; Technology Coordinator	Jul 1, 2018 to Jun 30, 2020	Not started
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Allocate funds

Provide collaboration opportunity for teachers in grades 6-8 to cultivate an apps menu for use in the upper grades	Teachers; consultant	Jul 1, 2018 to Aug 31, 2018	Not started
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Specialized Academic Programs - Magnet, Diverse learner teachers, Technology integration, Allocate funds

Teachers graders will continue to introduce students to the 21st Century Skills of working in teams, collaboratively thinking, and problem solving with multimedia approaches. Teachers will continue to expose students to the newer technology skills that will help them with real life application.	Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Real world application

Provide professional development activities that focus on CCSS (Literacy, Math & NGSS), Higher Order Thinking Strategies, Restorative Practices, Brain Based Instruction, Arts/Technology Integration, Coding, Project Design, and more.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Professional development

Technology Coordinator, Curriculum Coordinator; and expert teachers and/or Consultants will continue to train and support teachers on school technology: ipads, Promethean Boards, labs, coding, etc.	Technology and Curriculum Coordinator, Teachers, and/or Consultants	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Technology integration

Strategy 5

If we do...

...then we see...

...which leads to...

Provide an enriched, comprehensive, and safe learning environment in which students can strive for success

Systems and structures that promote safe, positive and supportive interactions between adults and students and students to students

A decrease in out of school suspensions and misconducts recorded on Logger

Tags:

Safety and order, Student environment

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Provide four security guards to ensure the school is a safe environment for students, teachers, staff and parents.

Admin

Jul 1, 2018 to Jun 30, 2019

On-Track

Safety and order, Allocate funds

Hire teacher aides to support the needs of the diverse learner.

Admin

Jul 1, 2018 to Jun 30, 2019

On-Track

Diverse Learners, Allocate funds

Purchase additional social worker/counselor to support student mental health and social/emotional needs.

Admin

Jul 1, 2018 to Jun 30, 2019

On-Track

Mental health support, Allocate funds

Provide funds for supplies to our nursing department to ensure a healthy school environment,

Admin

Jul 1, 2018 to Jun 30, 2020

On-Track

Student Health & Wellness, Allocate funds, Health services

Provide students with a variety of assemblies: School Expectations, Pep Rally, Concerts, Art Integrated Units, Performances, Multicultural Presentations, Field Trips, Arts Partnerships and Special Guests. Continue to encourage activities that are multicultural enriched: cultural assemblies, parent evening events, monthly bulletin boards, etc.

Admin; Floor Directors

Jul 1, 2018 to Jun 30, 2020

On-Track

Culture and climate, School environment, Allocate funds

Provide assemblies twice a year to honor our student achievements: honor roll, citizenship and perfect attendance in the CAC; two additional presentations will be held in the pods.

Floor Directors; Teachers

Jul 1, 2018 to Jun 30, 2020

On-Track

Parent engagement, Allocate funds, Student awards

Provide before and after school activities (i.e. Tuition Based After School, Chorus, Band, Coaches, Referees, and Security).

Admin; teachers

Jul 1, 2018 to Jun 30, 2020

On-Track

Student centered, Extra-curricular, Allocate funds, Before school programs, After school programs

Schedule the parent/volunteer recognition event and the Women/Men of Disney Breakfast, along with other events to encourage parent involvement (example: Halloween Carnival).

Admin; Floor Directors

Jul 1, 2018 to Jun 30, 2020

On-Track

Parent engagement, Allocate funds

Provide opportunities for students to participate in Summer Enrichment Programs that enhance literacy, math and science; create a bucket for teachers. Provide clerical support and tech support during the summer; create a clerical and tech support extended day bucket.	Admin; teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Summer supports, Allocate funds, Extra curricular

Provide opportunities for students to compete in school wide Spelling and Math Bee Competitions.	Floor Directors; Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Allocate funds, Academic mindset

Continue to implement and refine the quarterly incentive program on the third floor.	Floor Directors; Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Student centered, Behavior incentives, Allocate funds

Teachers will identify field trips that enhance the school's curriculum, introduce career choices and higher education.	Floor Directors; Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Specialized Academic Programs - Magnet, Field trips, Arts integration, Technology integration

Teachers will continue to provide students with opportunities for physical activity and socialization (Field Days, Sports, Dance, etc.).	Floor Directors; Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Student engagement, Student centered, Allocate funds

Purchase school clerks to support the needs of the school	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Professional environment, Culture and climate, Parent communication, Allocate funds

Purchase a business manager to support/monitor the financial purchases of the school	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Management, Budget, Allocate funds

Purchase sub services bucket (Cadres) to cover need for additional substitutes for teacher absences	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Classroom environment, Allocate funds

Provide lunch/recess coverage students. Purchase Right at School.	Admin	Jul 1, 2018 to Jun 30, 2019	On-Track
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Recess, Supervision, Lunch, Allocate funds, Health and wellness

Provide three assistant principals to support the academic programs and initiatives of the school	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Administrative team, Teacher observation, Academic supports, Allocate funds, Administrative monitoring and support, Professional support

Purchase one floor director to support the academic programs and initiatives of the school	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Parent engagement, Behavior supports, Academic supports, Supervision, Administrative team, Allocate funds, Administrative monitoring and support

Create teacher extended day bucket-Teachers paid to provide lunch recess coverage for upper grades	admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Student Health & Wellness, Recess, Supervision, Lunch, Allocate funds

Continue implementing Calm Classroom 2X a day to support students' social/emotional needs.	Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Behavior support plan, Culture and climate, Allocate funds

Students and parents will be encouraged to read through participation in our Book Fairs - 3X a year. Continue to encourage PTA in sponsoring two book fairs a year, Teacher Appreciation Breakfast, and one field trip per grade level.	Floor directors	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy, Pta

Encourage parents to become involved in LSC, PTA, PAC, Parent Guilds, CAC units, Field trips, etc.	Admin; Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Parent engagement, Parent involvement

Continue the community partnerships: Community Garden (science), Do Your Part (art), Dyson Project (science), Kirkland & Ellis Law Firm (technology) and 46th Ward Friends of School (supplies).	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Community events, Community partnerships, School environment

Continue to implement the student logger, elements of PBIS, SEL monthly focus, etc. school wide to limit behavioral incidents.	Floor Directors; Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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MTSS, Behavior support plan, Student behavior

Develop events and workshops to introduce/explain data from NWEA MAP to parents, multicultural awareness, college/career preparedness, literacy, etc.	Floor Directors; Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Parent engagement, Parent involvement

Provide funds for school wide postage cost.	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Communication, Allocate funds

Provide funds for school wide paper to be used for student instruction.	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Instruction, Allocate funds

Provide funds to purchase supplies for the main office.	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Communication, Management, Allocate funds

Provide funds for school wide copier maintenance services.	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Communication, Allocate funds

Provide funds to purchase supplies for individual floor (\$2,000 per floor)	Admin; Floor Directors	Jul 1, 2018 to Jun 30, 2020	On-Track
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Management, Allocate funds, Administrative monitoring and support

Provide monies to support the needs of students in temporary living conditions	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Allocate funds, StIs

Provide funds for outdoor beautification and signage.	Admin; Engineers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Allocate funds, Physical environment

Implement the Second Step Program schoolwide to support the social and emotional needs of students.	Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Culture and climate, Mental health support, Allocate funds

Provide funds to pay for building and maintenance needs.	Admin; Engineer	Jul 1, 2018 to Jun 30, 2020	On-Track
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Allocate funds, Physical environment

Provide funds to purchase furniture needs.	Admin	Jul 1, 2018 to Jun 30, 2020	On-Track
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Furniture, Allocate funds

PAC to hire teachers and consultants to present workshops for parents.	PAC	Jul 1, 2018 to Jun 30, 2019	On-Track
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Pac, Allocate funds

Continue to encourage PAC in sponsoring 4 parent night, parent education, and supporting special events (i.e. Literacy Night, Career/College Night and Multicultural Night); Funds to be allocated when budget received.	Admin; PAC	Jul 1, 2018 to Jun 30, 2020	On-Track
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Parent engagement, Pac, Allocate funds

PAC to purchase supplies and books for parent program.	PAC	Jul 1, 2018 to Jun 30, 2019	On-Track
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Pac, Allocate funds

PAC to purchase refreshments for PAC meetings, training and workshops.	PAC	Jul 1, 2018 to Jun 30, 2019	On-Track
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Pac, Allocate funds

Inform parents about school attendance expectations (daily attendance and no tardy arrivals) to improve achievement.	Admin; Floor Directors; Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Parent engagement, Attendance rate

Evaluate the Pod 300 Detention Pilot, Pod 200 Gentlemen's Club Pilot, and Recess Redo; Refine programs for continual implementation.	Teachers; Floor Directors; Security Staff	Jul 1, 2018 to Jun 30, 2019	On-Track
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Behavior expectations

Reinstate "Fine Dining" programs on 1st and 2nd floor during lunch.	Teachers; Floor Directors	Jul 1, 2018 to Jun 30, 2019	On-Track
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Student centered, Behavior expectations, Behavior incentives

<p>All staff will model and reinforce appropriate behavioral expectations, language and tone for students. Implement the development of classroom pledges, rules, consequences and rewards with student input school wide. Teachers to identify classroom incentives to impact trust and behavior.</p>	<p>Teachers; All Staff</p>	<p>Jul 1, 2018 to Jun 30, 2020</p>	<p>On-Track</p>
<p>Behavior and Safety</p>			
<p>Continue the school yearbook in 8th grade; encourage newsletters for classroom, pods or floors.</p>	<p>Teachers; Floor Director</p>	<p>Jul 1, 2018 to Jun 30, 2020</p>	<p>On-Track</p>
<p>Communication, Student engagement</p>			
<p>Students with disabilities participate in nonacademic (lunch, recess, field trips) and special (gym, art, music, library, computer) activities with age-appropriate non-disabled peers.</p>	<p>Admin; Teachers</p>	<p>Jul 1, 2018 to Jun 30, 2020</p>	<p>On-Track</p>
<p>Diverse Learners, Diverse learning strategies, Inclusive environment</p>			
<p>All special education teachers have common planning periods with appropriate general education teachers and have documented collaboration for current school year.</p>	<p>Admin; Teachers</p>	<p>Jul 1, 2018 to Jun 30, 2020</p>	<p>On-Track</p>

Action Plan

Strategy 1

ON-TRACK

Teachers will use the 5-component Disney lesson plan template to plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions"

Sep 04, 2018 to Jun 14, 2019 - Teachers; Floor Directors

Status history



ON-TRACK

Apr 30, 2018
Evidence
Lesson plans

ON-TRACK

Align units of instruction (vertically/horizontally) to scope and sequence maps/pacing guides using Harcourt Journeys K-5 and Holt Literature 6-8"

Aug 31, 2018 to Jun 19, 2020 - Teachers; Floor Directors

Status history



ON-TRACK

Apr 30, 2018
Evidence
Quarterly pacing guides

ON-TRACK

Examine formative data on a regular basis to determine mastery, groupings ,and pacing"

Sep 04, 2018 to Jun 19, 2020 - Teachers; admin

Status history



ON-TRACK Apr 30, 2018
Evidence
 MAP data; classroom assessment data

ON-TRACK Continue to implement Direct Instruction for struggling readers in grades K-3."
 Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
 Lesson plans; Reading Group Organization; MAP Data

ON-TRACK Students will be assigned to appropriate instructional groups : GenEd, DI, Diverse Learners, Bilingual, EL, or Gifted"
 Sep 04, 2018 to Jun 19, 2020 - Admin; Floor Directors; Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
 Class Rosters

ON-TRACK Continue to implement the Comprehensive Gifted Program in K-8."
 Jul 01, 2018 to Jun 30, 2020 - Admin; Floor Directors; Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
 Class Rosters

ON-TRACK Continue to use Fast ForWord for struggling readers in grades 2-3."
 Sep 04, 2018 to Jun 19, 2020 - Admin; Floor Director; Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
 Class rosters; data reports

ON-TRACK The Curriculum Coordinator will model strategies in the classroom (i.e. reciprocal teaching, QAR, written response to reading, HOTS, etc.); CC will support teacher needs (formative assessments) and evaluating student progress."

Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



Apr 30

ON-TRACK

Apr 30, 2018

Evidence

School Organization Chart; weekly schedule

ON-TRACK

Teachers will communicate every five weeks with the MTSS team (floor director, counselor & APs) to identify students in need, next steps, interventions, etc.; MTSS Team meets every five weeks to monitor student progress and needs."

Sep 04, 2018 to Jun 30, 2020 - Admin; Teachers; MTSS Team

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

MTSS Agendas, Tracking form ; Gradebook entries

ON-TRACK

Teachers will modify activities, instruction & lesson based on student MAP reading strengths/targets; Strategies include use of DDI materials, differentiated instruction, interventions, HOTS, eSpark apps, etc."

Sep 04, 2018 to Jun 30, 2020 - Admin; Teachers; MTSS Team

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Lesson plans

ON-TRACK

Teachers will identify the appropriate materials to implement the curriculum (all subjects); instructional materials."

Jul 01, 2018 to Jun 30, 2020 - Teachers; Unit Leaders

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Purchase orders

ON-TRACK

Teachers will identify the appropriate supplies to implement the curriculum (all subjects)."

Jul 01, 2018 to Jun 30, 2020 - Teachers; Unit Leaders

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Purchase orders

ON-TRACK

Teachers will utilize online resources (i.e. ThinkCentral, BrainPop, eSpark (K-5, IXL, News ELA, MyON library, and Safari) and technology (ipads, Promethean Boards and labs) to present deliver, and differentiate curriculum to all students."

Jul 01, 2018 to Jun 30, 2020 - Teachers

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Lesson Plans

ON-TRACK Teachers will use Ready Common Core Reading for regular test practice."
Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Lesson Plans

ON-TRACK

Continue to refine/implement the college and career readiness units in the upper grades: 5th - Job Readiness, 6th - High School Selection, 7th - College Preparation and 8th - Career Exploration; Ensure that these units have a writing component."

Sep 04, 2018 to Jun 19, 2020 - 3rd Floor Director; teachers

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Lesson plans

ON-TRACK Provide Diverse Learner teachers with the appropriate supplies to implement the curriculum."
Sep 04, 2018 to Jun 19, 2020 - Admin

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Purchase orders; classroom inventory

ON-TRACK Purchase four reduced-size teachers to support/implement the educational program."
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Organization Chart

ON-TRACK Purchase one reduced class size teacher to support/implement the educational program"
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Organization Chart

ON-TRACK Purchase three reduced class size teachers to support /implement the educational program"
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Organization Chart

ON-TRACK Purchase two teacher aides to support the implementation of both Direct Instruction and Fast ForWord."
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Organization Chart

ON-TRACK Provide funding for Chicago Early Learning program supplies"
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase Orders

ON-TRACK
Continue the monthly voluntary literacy meetings to evaluate the reading and writing programs and make recommendations about improvements, supports, analysis of student writing."
Jul 01, 2018 to Jun 30, 2020 - Curriculum Coordinator

Status history



ON-TRACK Apr 30, 2018
Evidence
Agendas; sign in sheets

ON-TRACK
Curriculum Coordinator will lead professional development that focus on CCSS, Literacy, Test Taking Skills, Writing, Math, Social Studies, and Science during school wide PD."
Jul 01, 2018 to Jun 30, 2020 - Curriculum Coordinator

Status history



ON-TRACK Apr 30, 2018
Evidence
Agendas

ON-TRACK

Teachers will expand their use of HOTS, critical analysis of complex text, incorporating a range of reading genres, and brain-based learning, Using questioning and discussion techniques to deepen student understanding."

Sep 04, 2018 to Jun 30, 2020 - Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Lesson Plans; observation data

ON-TRACK

Teachers will expand academic and content vocabulary according to CCSS throughout the school year using Flocabulary."

Jul 01, 2018 to Jun 30, 2019 - Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase Order; Lesson plans

ON-TRACK

Teachers in bilingual education and EL resource will ensure there is environmental print displayed in their classrooms (English, Spanish, Urdu, and Wida)"

Jul 01, 2018 to Jun 30, 2020 - Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Classroom observation

ON-TRACK

Bilingual and EL teachers will analyze the MAP data to identify the strengths and targets in the reading skills at the end of each testing administration."

Jul 01, 2018 to Jun 30, 2020 - Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Data dialogues

ON-TRACK

The Curriculum Coordinator will schedule times to observe and support teachers both bilingual and ESL teachers with reading and writing strategies."

Sep 04, 2018 to Jun 19, 2020 - Curriculum Coordinator; Teachers

Status history



ON-TRACK

Apr 30, 2018
Evidence
Schedules

ON-TRACK

Principal will encourage staff to get ESL endorsements in order to support our students' needs."

Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK

Apr 30, 2018
Evidence
Increase in endorsed staff

ON-TRACK

Bilingual and EL teachers will implement strategies to increase vocabulary (i.e. everyday language, written text and field of study language) and use SIOP strategies to support the needs of EL students."

Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history



ON-TRACK

Apr 30, 2018
Evidence
Lesson plans

ON-TRACK

Bilingual coordinator to inform parents of the program objectives and ACCESS results."

Sep 04, 2018 to Jun 19, 2020 - Bilingual coordinator

Status history



ON-TRACK

Apr 30, 2018
Evidence
Flyers; agendas

ON-TRACK

Bilingual teachers to inform parents of the MAP results with strategies to support students learning at home."

Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history



ON-TRACK

Apr 30, 2018
Evidence
MAP reports; newsletters

ON-TRACK

Bilingual teachers will ensure that students are provided with the required minutes of native language instruction."

Jul 01, 2018 to Jun 30, 2020 - Teachers; Bilingual Coordinator

Status history



ON-TRACK

Apr 30, 2018
Evidence
Lesson Plans; classroom observation; schedules

ON-TRACK

Bilingual team will identify articles, strategies, and materials that will help EL increase proficiency in new ways."

Jul 01, 2018 to Jun 30, 2020 - Teachers; Bilingual Coordinator

Status history



ON-TRACK

Apr 30, 2018
Evidence
Agendas; test data

ON-TRACK

Teachers will continue to implement the CCSS Harcourt Spanish Series to help students transition to the English Language."

Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history



ON-TRACK

Apr 30, 2018
Evidence
Lesson plans

ON-TRACK

Continue to support the needs of Urdu Language students through EL resource services, small group instruction, use of environmental print, etc."

Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history



ON-TRACK

Apr 30, 2018
Evidence
Classroom environment observation

ON-TRACK

Bilingual coordinator will attend the English learners' professional development activities provided by the system; share information with Bilingual and EL resource teachers as needed."

Jul 01, 2018 to Jun 30, 2020 - Bilingual coordinator

Status history



ON-TRACK

Apr 30, 2018
Evidence
Agendas

ON-TRACK

Purchase software and/or apps to support the writing program with the EL population"

Jul 01, 2018 to Jun 30, 2019 - Bilingual coordinator

Status history



ON-TRACK

Apr 30, 2018
Evidence
Purchase order

NOT STARTED

Purchase refreshments and supplies for the Bilingual Advisory Council (BAC)"

Jul 01, 2018 to Jun 30, 2019 - Bilingual coordinator

Status history

Apr 30

NOT STARTED

Apr 30, 2018
Evidence
Receipts

ON-TRACK

Teachers will diversify their reading instructional toolbox by collecting and sharing strategies and professional readings (Strategy Binders), monitored by the floor Directors."

Sep 04, 2018 to Jun 30, 2019 - Teachers; Floor Directors

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Strategy Binders

Strategy 2

ON-TRACK

Continue our heterogeneous grouping practices for 3-8 in all subject matters (math, reading, science and social studies); heterogeneous math, science and social studies and homogeneous reading for K-1: walking homogeneous reading 2: walking homogeneous reading and math/homeroom"

Sep 04, 2018 to Jun 19, 2020 - Admin; Teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Class rosters; MAP data

ON-TRACK

Continue to implement the gifted program in K-8; homogeneous self-contained classrooms; accelerating math a full year; emphasizing real life application and problem solving strategies."

Sep 04, 2018 to Jun 19, 2020 - Admin; Teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Class rosters; MAP data

ON-TRACK

Teachers in grades 2&3 (inclusive of Diverse Learners) will continue to provide ST Math one hour a week to support learning."

Sep 04, 2018 to Jun 21, 2019 - Teachers

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Lesson Plans

ON-TRACK Teachers will continue to implement CCSS aligned Harcourt Go Math K-5 and 6-8 Holt Big Ideas Series."
Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
pacing guides; lesson plans

ON-TRACK Teachers will work together to create a curriculum document that identifies the big concepts, pacing schedule and helpful tips for parents quarterly."
Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Pacing guides

ON-TRACK Teachers will communicate every five weeks with the MTSS team (floor director, counselor & APs) to identify students in need, next steps, interventions, etc.; MTSS Team meets every five weeks to monitor student progress and needs."
Sep 04, 2018 to Jun 19, 2020 - Teachers; Floor Directors; MTSS Team

Status history



ON-TRACK Apr 30, 2018
Evidence
MTSS Tracking documents

ON-TRACK Teachers will modify activities, instruction & lessons based on student MAP math strengths/targets for math; Strategies include the use of DDI, small group instruction, math talks, use of multi-step problems, real life problem solving and questioning."
Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Lesson plans, MAP data, Observation data

ON-TRACK Teachers will utilize online resources and technology in presenting and delivering curriculum to all students (i.e. ThinkCentral, BrainPop, eSpark, Safari, IXL Math and ST Math.)"
Sep 04, 2018 to Jun 21, 2019 - Teachers

Status history



Apr 30

ON-TRACK Apr 30, 2018
Evidence
Lesson Plans; MAP data

ON-TRACK
Continue the monthly voluntary mathematics meeting to evaluate the math curriculum, make recommendations for improvements and identify strategies to support student learning. Math team will collaborate on identifying rigorous tasks and sample mathematics units from CPS Math Content Framework; Math team members will share strategies at data dialogue meetings once a month."

Sep 04, 2018 to Jun 21, 2019 - Curriculum Coordinator

Status history



ON-TRACK Apr 30, 2018
Evidence
Agendas; sign-in sheets

ON-TRACK
Teachers will review and practice the standardized test format with students in grades 3-8 (school wide simulation); Teachers will use Ready Common Core Math for regular test practice."

Sep 04, 2018 to Jun 21, 2019 - Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Lesson Plans; MAP data

ON-TRACK
The Curriculum Coordinator will model math strategies in the classroom (i.e. math talks, MARS tasks, strategic grouping strategies, etc.); CC will support teacher needs (formative assessments) and evaluating student progress."

Sep 04, 2018 to Jun 21, 2019 - Curriculum Coordinator

Status history



ON-TRACK Apr 30, 2018
Evidence
Lesson plans; schedule

ON-TRACK Purchase and implement Blue Streak to support students with basic math skills"

Sep 04, 2018 to Jun 21, 2019 - Admin; teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Lesson plans; online activity logs; MAP data

ON-TRACK
Teachers will diversify their instructional toolbox by collecting and sharing strategies and professional readings (Strategy Binders), monitored by the floor Directors."

Sep 04, 2018 to Jun 30, 2019 - Teachers; Floor Directors

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Strategy Binder

Strategy 3

ON-TRACK

Purchase an aide to function as the science assistant who oversees the science lab, orders materials, maintain the vivarium and community garden."

Jul 01, 2018 to Jun 30, 2019 - Admin

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Organization Chart

ON-TRACK

Teachers will continue to study, implement and assess the Next Generation Science Standards (2016) within their science lesson plans and instruction; schedule NGSS presentations at grade level meetings, before/after-school and/or professional development meetings whenever possible."

Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Lesson plans; PD agendas

ON-TRACK

Floor Directors and Teachers will schedule classes into the science lab to provide hands on experiments."

Sep 04, 2018 to Jun 21, 2019 - Science assistant; teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Lesson plans; lab schedule

ON-TRACK

Science assistant will maintain the 3D Printing/Maker's Lab; Floor Directors and Teachers will Investigate how to integrate lab usage into instruction."

Sep 04, 2018 to Jun 21, 2019 - Science Assistant

Status history

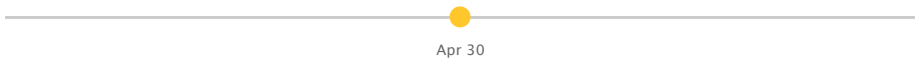
Apr 30

ON-TRACK

Apr 30, 2018
Evidence
lab usage schedule

BEHIND Continue the school wide implementation of Science Fusion daily (K-8) and embed science standards (NGSS)."
Sep 04, 2018 to Jun 19, 2020 - Teachers

Status history



BEHIND Apr 30, 2018
Problem
Lesson plans
Root Cause
Next steps

ON-TRACK Teachers will administer the NWEA science assessment to students in grades 3 through 8 and review the results to determine instructional focus and efficacy."
Sep 04, 2018 to Jun 21, 2019 - Teachers

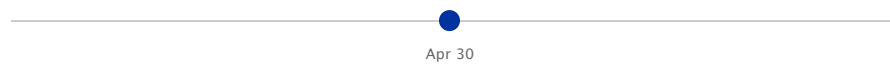
Status history



ON-TRACK Apr 30, 2018
Evidence
NWEA Science data; lesson plans

ON-TRACK Teachers in grades K-4 will identify science experiments to implement quarterly (three to four experiments.)"
Sep 04, 2018 to Jun 19, 2020 - Teachers

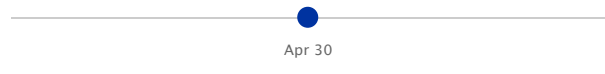
Status history



ON-TRACK Apr 30, 2018
Evidence
Lesson plans

ON-TRACK Continue to provide materials/supplies to fully implement the science lab"
Jul 01, 2018 to Jun 30, 2019 - Science Assistant

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase orders

ON-TRACK Teachers will continue to provide coding instruction for a half hour a week using code.org with monitoring by the Floor Directors."
Sep 04, 2018 to Jun 19, 2020 - Teachers; Floor Directors

Status history



ON-TRACK Apr 30, 2018
Evidence
Lesson plans; observation

ON-TRACK

Teachers will identify a science word or concept weekly for instructional focus, one person per floor."

Sep 04, 2018 to Jun 19, 2020 - Teachers; Floor Directors

Status history



ON-TRACK

Apr 30, 2018

Evidence

Bulletin boards

Strategy 4

ON-TRACK

Continue to empower the STARS team to identify professional development activities that will support the educational focus on varied instructional methodology, brain based learning ,literacy improvement, etc. Plan professional development activities, approve workshops/conferences funded through STARS, oversee monthly Tricks of the Trade, update STARS website, and develop monthly STARS bulletin boards."

Jul 01, 2018 to Jun 30, 2020 - Admin; STARS Team

Status history



ON-TRACK

Apr 30, 2018

Evidence

Agendas; Tricks of the Trade

ON-TRACK

Provide professional development activities that focus on CCSS (Literacy, Math & NGSS), Higher Order Thinking Strategies, Restorative Practices, Brain Based Instruction, Arts/Technology Integration, Coding, Project Design, and more."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history



ON-TRACK

Apr 30, 2018

Evidence

Agendas

ON-TRACK

Technology Coordinator, Curriculum Coordinator; and expert teachers and/or Consultants will continue to train and support teachers on school technology: ipads, Promethean Boards, labs, coding, etc."

Jul 01, 2018 to Jun 30, 2020 - Technology and Curriculum Coordinator, Teachers, and/or Consultants

Status history



ON-TRACK

Apr 30, 2018

Evidence

Agendas; schedules

ON-TRACK

Implement the school's technological vision thru staff training on integrating technology with curriculum, installation and maintenance of equipment, garnishing resources. Purchase Technology coordinator."

Jul 01, 2018 to Jun 30, 2020 - Administration; Technology Coordinator

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Organization Chart

ON-TRACK Designate seven magnet positions; Music Technologies, 21st Century Solutions, General Music, Science Art and 3 Kindergarten positions."
Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Organization Chart

ON-TRACK Purchase two technology assistants to support the technological needs of the school."
Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Organization Chart

ON-TRACK
Teachers graders will continue to introduce students to the 21st Century Skills of working in teams, collaboratively thinking, and problem solving with multimedia approaches. Teachers will continue to expose students to the newer technology skills that will help them with real life application."
Jul 01, 2018 to Jun 30, 2020 - Teachers

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Lesson Plans; Observation

ON-TRACK Provide funds for maintenance and materials to effectively implement the school's technological labs and programs."
Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Budget

ON-TRACK
Provide Chinese Language instruction to students in the Gifted Program and Tuition Based Preschool; Purchase two Chinese Language teachers."
Jul 01, 2018 to Jun 30, 2020 - Administration

Status history



Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Organization Chart; budget

ON-TRACK

Provide art instruction as part of our arts/technology magnet focus; Designate one art position to support our magnet focus of arts/technology."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Organization Chart; budget

ON-TRACK

Continue to provide materials to shared facility teachers to effectively implement their programs (Art, Music, Computers, Library, and Physical Education)"

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Budget

ON-TRACK

Purchase second year lease payment for computer upgrades in the Digital Lab"

Jul 01, 2018 to Jun 30, 2019 - Administration

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Budget

ON-TRACK

Purchase a third and fourth physical education teacher to provide the necessary physical education minutes to all students."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Organization Chart

ON-TRACK

Curriculum Coordinator to provide new teachers with orientation/support in the areas of school procedures, instructional strategies, lesson planning, environment, etc."

- Curriculum Coordinator

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence

ON-TRACK

Provide a consultant to support teachers during their art integrated units; Support teachers with script development, performances, video, staging, etc. Provide additional support for the arts integrated projects; backdrops, costumes, displays, materials; update materials in resource room needed for projects. Provide PODS with money to support and enrich the projects. Enhance our school's arts/technology focus through providing artist to support and enrich our arts integrated units"

Jul 01, 2018 to Jun 30, 2019 - Admin; teachers; consultant

Status history



ON-TRACK Apr 30, 2018
Evidence
CAC Programs; Unit Plans

ON-TRACK Provide funds to purchase equipment to implement technology focus (i.e replacement earbuds, ipad keyboards and cases, etc.)"

Jul 01, 2018 to Jun 30, 2020 - Admin; Technology Coordinator

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase orders

ON-TRACK Provide software audit and analysis to evaluate efficacy and use of current programs."

Jul 01, 2018 to Jun 30, 2019 - Admin; teachers; consultant

Status history

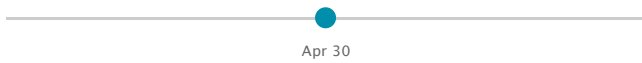


ON-TRACK Apr 30, 2018
Evidence
Curriculum maps with software and apps addendum

NOT STARTED Purchase new Promethean Boards to replace those that are aging out of use."

Jul 01, 2018 to Jun 30, 2020 - Admin; Technology Coordinator

Status history

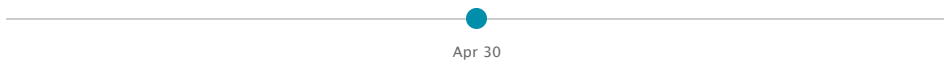


NOT STARTED Apr 30, 2018
Evidence
Purchase orders

NOT STARTED Provide collaboration opportunity for teachers in grades 6-8 to cultivate an apps menu for use in the upper grades"

Jul 01, 2018 to Aug 31, 2018 - Teachers; consultant

Status history



NOT STARTED

Apr 30, 2018

Evidence

Apps menu; purchase orders

Strategy 5

ON-TRACK

Provide four security guards to ensure the school is a safe environment for students, teachers, staff and parents."

Jul 01, 2018 to Jun 30, 2019 - Admin

Status history



ON-TRACK

Apr 30, 2018

Evidence

Organization Chart; School budget

ON-TRACK

Hire teacher aides to support the needs of the diverse learner."

Jul 01, 2018 to Jun 30, 2019 - Admin

Status history



ON-TRACK

Apr 30, 2018

Evidence

Organization Chart; budget

ON-TRACK

Provide funds for supplies to our nursing department to ensure a healthy school environment,"

Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK

Apr 30, 2018

Evidence

Purchase orders

ON-TRACK

Provide students with a variety of assemblies: School Expectations, Pep Rally, Concerts, Art Integrated Units, Performances, Multicultural Presentations, Field Trips, Arts Partnerships and Special Guests. Continue to encourage activities that are multicultural enriched: cultural assemblies, parent evening events, monthly bulletin boards, etc."

Jul 01, 2018 to Jun 30, 2020 - Admin; Floor Directors

Status history



ON-TRACK

Apr 30, 2018

Evidence

Purchase orders

ON-TRACK

Provide assemblies twice a year to honor our student achievements: honor roll, citizenship and perfect attendance in the CAC; two additional presentations will be held in the pods."

Jul 01, 2018 to Jun 30, 2020 - Floor Directors; Teachers

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Calendar

ON-TRACK Provide before and after school activities (i.e. Tuition Based After School, Chorus, Band, Coaches, Referees, and Security)."
Jul 01, 2018 to Jun 30, 2020 - Admin; teachers

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Budget; calendar

ON-TRACK
Schedule the parent/volunteer recognition event and the Women/Men of Disney Breakfast, along with other events to encourage parent involvement (example: Halloween Carnival)."
Jul 01, 2018 to Jun 30, 2020 - Admin; Floor Directors

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Calendar; budget

ON-TRACK
Provide opportunities for students to participate in Summer Enrichment Programs that enhance literacy, math and science; create a bucket for teachers. Provide clerical support and tech support during the summer; create a clerical and tech support extended day bucket."
Jul 01, 2018 to Jun 30, 2020 - Admin; teachers

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Flyers; attendance logs

ON-TRACK Inform parents about school attendance expectations (daily attendance and no tardy arrivals) to improve achievement."
Jul 01, 2018 to Jun 30, 2020 - Admin; Floor Directors; Teachers

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Newsletters; Agendas

ON-TRACK Provide opportunities for students to compete in school wide Spelling and Math Bee Competitions."
Jul 01, 2018 to Jun 30, 2020 - Floor Directors; Teachers

Status history

Apr 30

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Calendar; flyers

ON-TRACK Continue to implement the student logger, elements of PBIS, SEL monthly focus, etc. school wide to limit behavioral incidents."
Jul 01, 2018 to Jun 30, 2020 - Floor Directors; Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Students Logger

ON-TRACK Continue to implement and refine the quarterly incentive program on the third floor."
Jul 01, 2018 to Jun 30, 2020 - Floor Directors; Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Calendar

ON-TRACK Teachers will identify field trips that enhance the school's curriculum, introduce career choices and higher education."
Jul 01, 2018 to Jun 30, 2020 - Floor Directors; Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Field Trip Schedule

ON-TRACK Teachers will continue to provide students with opportunities for physical activity and socialization (Field Days, Sports, Dance, etc.)."
Jul 01, 2018 to Jun 30, 2020 - Floor Directors; Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
Calendar

ON-TRACK Students and parents will be encouraged to read through participation in our Book Fairs - 3X a year. Continue to encourage PTA in sponsoring two book fairs a year, Teacher Appreciation Breakfast, and one field trip per grade level."

Jul 01, 2018 to Jun 30, 2020 - Floor directors

Status history



ON-TRACK

Apr 30, 2018
Evidence
Calendar; Book fair schedule

ON-TRACK

Continue implementing Calm Classroom 2X a day to support students' social/emotional needs."
Jul 01, 2018 to Jun 30, 2020 - Teachers

Status history



ON-TRACK

Apr 30, 2018
Evidence
Lesson Plans

ON-TRACK

Encourage parents to become involved in LSC, PTA, PAC, Parent Guilds, CAC units, Field trips, etc."
Jul 01, 2018 to Jun 30, 2020 - Admin; Teachers

Status history



ON-TRACK

Apr 30, 2018
Evidence
Agendas, Sign-in Sheets; Newsletters

ON-TRACK

Continue the community partnerships: Community Garden (science), Do Your Part (art), Dyson Project (science), Kirkland & Ellis Law Firm (technology) and 46th Ward Friends of School (supplies)."

Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK

Apr 30, 2018
Evidence
Correspondence; Flyers; Newsletters

ON-TRACK

Develop events and workshops to introduce/explain data from NWEA MAP to parents, multicultural awareness, college/career preparedness, literacy, etc."

Jul 01, 2018 to Jun 30, 2020 - Floor Directors; Teachers

Status history



ON-TRACK

Apr 30, 2018
Evidence
Flyers; Calendar; Newsletters

ON-TRACK

Purchase school clerks to support the needs of the school"
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK

Apr 30, 2018
Evidence

Organization Chart

ON-TRACK Purchase a business manager to support/monitor the financial purchases of the school"
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Organization Chart

ON-TRACK Purchase sub services bucket (Cadres) to cover need for additional substitutes for teacher absences"
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Budget

ON-TRACK Create teacher extended day bucket-Teachers paid to provide lunch recess coverage for upper grades"
Jul 01, 2018 to Jun 30, 2020 - admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Time Sheets; Budget

ON-TRACK Provide lunch/recess coverage students. Purchase Right at School."
Jul 01, 2018 to Jun 30, 2019 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Contract

ON-TRACK Provide three assistant principals to support the academic programs and initiatives of the school"
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Organization Chart

ON-TRACK Purchase one floor director to support the academic programs and initiatives of the school"
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Organization Chart

ON-TRACK

Continue to encourage PAC in sponsoring 4 parent night, parent education, and supporting special events (i.e. Literacy Night, Career/College Night and Multicultural Night); Funds to be allocated when budget received."

Jul 01, 2018 to Jun 30, 2020 - Admin; PAC

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Calendar; newsletters; sign-in sheets

ON-TRACK Provide monies to support the needs of students in temporary living conditions"

Jul 01, 2018 to Jun 30, 2020 - Admin

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Budget

ON-TRACK

All staff will model and reinforce appropriate behavioral expectations, language and tone for students. Implement the development of classroom pledges, rules, consequences and rewards with student input school wide. Teachers to identify classroom incentives to impact trust and behavior."

Jul 01, 2018 to Jun 30, 2020 - Teachers; All Staff

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Observation

ON-TRACK Continue the school yearbook in 8th grade; encourage newsletters for classroom, pods or floors."

Jul 01, 2018 to Jun 30, 2020 - Teachers; Floor Director

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Newsletters; Yearbook

ON-TRACK Reinstate "Fine Dining" programs on 1st and 2nd floor during lunch."

Jul 01, 2018 to Jun 30, 2019 - Teachers; Floor Directors

Status history



ON-TRACK Apr 30, 2018
Evidence
Fine Dining Lists

ON-TRACK Evaluate the Pod 300 Detention Pilot, Pod 200 Gentlemen's Club Pilot, and Recess Redo; Refine programs for continual implementation."
Jul 01, 2018 to Jun 30, 2019 - Teachers; Floor Directors; Security Staff

Status history



ON-TRACK Apr 30, 2018
Evidence
Feedback forms

ON-TRACK Provide funds for school wide postage cost."
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Postage receipts

ON-TRACK Provide funds for outdoor beautification and signage."
Jul 01, 2018 to Jun 30, 2020 - Admin; Engineers

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase Orders

ON-TRACK Provide funds for school wide copier maintenance services."
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase Order(s)

ON-TRACK Provide funds for school wide paper to be used for student instruction."
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase Orders

ON-TRACK Provide funds to purchase supplies for the main office."
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase Orders

ON-TRACK Provide funds to purchase supplies for individual floor (\$2,000 per floor)"
Jul 01, 2018 to Jun 30, 2020 - Admin; Floor Directors

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase Orders

ON-TRACK Provide funds to pay for building and maintenance needs."
Jul 01, 2018 to Jun 30, 2020 - Admin; Engineer

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase Orders

ON-TRACK Provide funds to purchase furniture needs."
Jul 01, 2018 to Jun 30, 2020 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
Purchase Orders

ON-TRACK PAC to hire teachers and consultants to present workshops for parents."
Jul 01, 2018 to Jun 30, 2019 - PAC

Status history



ON-TRACK Apr 30, 2018
Evidence
Time sheets; contracts

ON-TRACK PAC to purchase supplies and books for parent program."

Jul 01, 2018 to Jun 30, 2019 - PAC

Status history



ON-TRACK Apr 30, 2018
Evidence
 Purchase Orders

ON-TRACK PAC to purchase refreshments for PAC meetings, training and workshops."

Jul 01, 2018 to Jun 30, 2019 - PAC

Status history



ON-TRACK Apr 30, 2018
Evidence
 Agendas; Sign in sheets

ON-TRACK Implement the Second Step Program schoolwide to support the social and emotional needs of students."

Jul 01, 2018 to Jun 30, 2020 - Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
 Lesson Plans

ON-TRACK Purchase additional social worker/counselor to support student mental health and social/emotional needs."

Jul 01, 2018 to Jun 30, 2019 - Admin

Status history



ON-TRACK Apr 30, 2018
Evidence
 Organization Chart

ON-TRACK

Students with disabilities participate in nonacademic (lunch, recess, field trips) and special (gym, art, music, library, computer) activities with age-appropriate non-disabled peers."

Jul 01, 2018 to Jun 30, 2020 - Admin; Teachers

Status history



ON-TRACK Apr 30, 2018
Evidence
 Student schedules

ON-TRACK

All special education teachers have common planning periods with appropriate general education teachers and have documented collaboration for current school year."

Jul 01, 2018 to Jun 30, 2020 - Admin; Teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018

Evidence

Teacher Schedules; Collaboration Binder

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

The Title I plan is part of our Continuous Improvement Work Plan created every two years. Parental involvement is solicited through surveys and the school improvement process. Parents are informed of the CIWP through the LSC, PAC, and PTA meetings, as well as through our newsletters.

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

Disney offers a variety of opportunities for parents' involvement. Some of these include: Open Houses, Men and Women of Disney Breakfast, Volunteer Dinner, Family Night events, PAC Coffee and Conversation, CAC Arts Integrated Units, Principal Newsletters, Event Flyers, Website Advertisements, Monthly Calendars and Regularly Scheduled Meetings of LSC, PAC, and PTA. The date for the PAC Title 1 meeting is September 28th. The PAC Organizational meeting was also September 28th, and was held right after the PAC Title 1 meeting.

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.

Disney has regularly scheduled LSC, PAC, BAC, and PTA meetings where parents have an opportunity to make suggestions about the education of their children. Disney also has an open door policy where parents can speak to any member of the administrative team to share concern or ideas. Surveys are given each year for parent feedback. Furthermore, an open Q and A session occurs at each PAC meeting where a member of the administrative team discusses what's going well and areas of growth for the school.

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.

Disney provides parents with a curriculum document quarterly that describes the curriculum concepts, activities and timelines. Parents also receive quarterly progress reports at the half way point and quarterly report cards four times a year to apprise them of their child's progress. We encourage parent access to real time grade and attendance reporting through the use of Parent Portal. MAP reports are sent home after each administration of testing concludes, three times annually. Parents are invited to attend parental conferences two times a year. Yearly students receive the results of the state assessments in the areas of reading, mathematics and science. Teachers communicate on a regular basis with parents about student progress. Parents are welcomed at bi-monthly PAC meetings to discuss MAP results, grade level curriculum, educational resources and student support resources available online for home use. They are also welcome to attend monthly LSC 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.

Disney provides parents with information about their child's teacher yearly. Parents can request their child's teacher's certification status in writing and it will be provided by the appropriate administrative team member. A form letter is sent home to parents yearly. Additionally, system-wide, we are prevented from staffing a teacher into a position without the proper credentials.

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.

Disney parents are provided with the yearly results from the state assessment (PARCC); the parental notification explains academic achievement levels and areas of strength/growth for each student. If parents need additional support they are welcomed to ask the teacher, counselor or any administrative team member. We also provide the results and explanation of our formative assessment - MAP test. Parents can also request additional support in understanding of the reports during PAC meetings.

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.

Disney's PAC committee makes parents aware of any workshops, conferences or resources available for parents during their regularly scheduled monthly meetings. They also sponsor activities at Disney that focus on literacy training, technology, art integration, internet safety, financial planning, etc.

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.

Disney's staff values parental involvement. Our staff regularly communicates with parents about not only academics and behavior but also participating in special events such as field trips, art integrated units, literacy nights, college and career events, field days, etc. We know that the more involved our parents are the more successful our students will be. PAC will be providing presentations to parents on: internet safety, online resources for additional support, online homework program and financial literacy.

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.

Disney provides early literacy instruction through the Chicago Early Learning and Tuition Based PreSchool programs. Parents are encouraged to participate in their child's educational program. On-going communication ensures that they are fully aware of the program goals and the importance of their participation.

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

Disney makes every effort to ensure that materials for parents are easily understood and in the appropriate language. We make every effort in translating materials when needed. We have mechanisms in place for communicating with parents: principal newsletters, teacher/parent communication logs, conferences, and our website just to name a few.

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.)

Walt Disney Magnet School is committed to high academic standards and believes that learning is fun! As we prepare the "Children of Today for the World of Tomorrow," we attempt to meet all our students' needs - including bilingual and special education - through a challenging curriculum, a gifted track, remedial grouping, special programming, multiculturalism, varied instructional methodology, arts integration and the infusion of technology. Teachers work as a team in an open spaced environment to create an exciting, integrated curriculum. Students are trained to be creative and independent thinkers who will contribute to the community and the world at large.

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.

Parent conferences are held twice a year - the first in November and the second in April . Parents are also encouraged to schedule and attend additional conferences as needed directly with teachers.

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

Parents receive progress reports four times a year. In addition parents receive report cards four times a year. Parents are encouraged to register for Parent Portal to have access to view students' grades regularly. Additionally, MAP reports are sent home after each testing administration concludes.

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

Parents are encouraged to schedule conferences with teachers whenever they feel it is required. Parents can contact teachers directly by phone or by email. Parents may also request conference through their child's floor director. If requested, the principal, assistant principal and counselors can also be part of conference.

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.

Disney encourages our parents to be part of our school community. Parents are encouraged to participate in LSC, PAC, PTA, BAC meetings; join our various parent groups; chaperone during field trips and field days; volunteer in the classrooms, CAC unit development and resource room; attend all assemblies, parent-teacher conferences, etc.

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

Disney parents can assist their children's learning by: keeping abreast of academic grades, classroom behavior, being knowledgeable about curriculum (sent home quarterly), sending students on time daily, responding to school requests, assisting with homework, etc. We know that parent involvement helps children succeed.

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

Parents are represented on the Local School Council which is empowered with developing the CIWP. During the CIWP process, both parents and students are surveyed on our instructional program. Parents are encouraged to share concerns directly with administration or at meetings (LSC and PAC).

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

Students at Disney are encouraged to stay on top of their learning. Expectations about academics and behavior are clearly stated to students. Students are encouraged to check their grades regularly, ask for assistance when needed, attend school on time daily, and be prepared to work.

Parent Budget

Complete

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

Walt Disney PAC is committed to providing parents with information and skills that will help them support their child's instruction. The Walt Disney PAC meets monthly in the schools' CAC dining room. PAC will continue to sponsor 3 Parent Nights activities, parent education and support special events such as Literacy Night and Career/College Night and other evening events.

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.	\$ 400 .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.	\$ 2900 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 637 .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)	\$ 300 .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.	\$ Amount .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1	\$ Amount .00

parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	100	.00
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53306 **Software**

Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**

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

\$	Amount	.00
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