



Franklin Elementary Fine Arts Center / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Kurt D. Jones	Principal	KDJones1@cps.edu	Has access
Rebeka Barrera	Assistant Principal	REThomas@cps.edu	Has access
Tamara Ignjatovic	Counselor/ILT	tignjatovic1@cps.edu	Has access
Joann Moreno	Bilingual teacher/ILT	jimoreno@cps.edu	Has access
Laura Blackwell	DL teacher	lablackwell@cps.edu	Has access
Libby Robertson	Science teacher	ljrobertson@cps.edu	Has access
Megan Halleron	6th-8th grade teacher	mmhalleron@cps.edu	Has access
Brian Lopez	middle English/social studies	bklopez@cps.edu	Has access
Brian Santos	Piano/LSC	bhsantos@cps.edu	Has access
Aaron Bilton	FOF chair and Parent	aaronbilton@gmail.com	Has access
Rashid Carter	LSC chair and Parent	rcarter1@ccc.edu	Has access

Team meetings

Date	Participants	Topic
------	--------------	-------

04/13/2018	All members	Revisions of the goals and the narratives--
02/09/2018	All members and the teaching staff	SEF and the self ratings
03/16/2018	All members	agreement of the framework priorities based on our ratings from the SEF
05/04/2018	Barrera, Jones, Ignjatovic, Moreno, Blackwell, Halleron, Santos	review of the parent survey and finalization for sending out. Will hit ENEWS on the 22 (after auction hype so we get the best amount of feedback)

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

Administration has shared high expectations and goals, but there isn't a school-wide vision created by the entire staff.

School vision needs to be rewritten and much more visible.

Staff is enrolled in Master Programs (i.e. ESL endorsement) and National Board Certified Teacher renewing her certificate. We've talked about promotional materials (videos) but haven't done that yet. We do have a increase in Facebook/Twitter activity. "Spotlight Classrooms"

Fine Arts vision seem clear, but is academic?

Lesson Plans and IEPs have improved (more detailed, stronger evidence). Leadership advises staff on how to improve upon lesson planning, using evaluation rubrics to strive for distinguished, with a focus on differentiated instruction and data driven instruction. IEPs include more data related to strengths and weaknesses which drive goals and benchmarks.

Clear vision and mission statement for our school. Teacher collaboration is present on a daily basis. Bi-weekly team meetings to discuss student progress and create goals, Level 1+ school, professional development is focused on areas with a need for improvement.

I do appreciate the leadership discussion surrounding formal observations, however, I am not clear as to what the building wide vision is for the school.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**

- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

ILT representative brings ILT items to team meetings.

We are not aware of the evidence of the meetings of the ILT except in rare instances.

ILT meets regularly, diverse group of teachers and staff, agenda each meeting
 Evidence includes sending minutes/info to team members and sharing with staff (i.e. staff meeting about 5 Essentials Survey)
 Goal: Could we do a Google Form to get team/staff input for ILT?

Every week there is an agenda for the meeting, but we need to work on sticking to the agenda. Meetings have positive outcomes, such as data analysis, student outcomes, and plan for student improvement.

Staff feel comfortable sharing concerns with ILT team members and the results are clearly communicated with the staff. ILT has contributed to positive outcomes for students and staff.

It appears that not all issues actually get addressed, especially regarding scheduling and/or student evaluations/progress.

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

Flex day PD agendas
Not always time/resources to follow up with collaboration and implementation.

Time is limited for professional development.

We have agendas for PD, but never really get to share feedback
We have regular grade level meeting time with time devoted to looking over data.
Is all teacher practice improving? Primary feels they have seen gains.
Very fine arts centered this year--what about academic?

When there is a "big show" or big event, staff is able to be flexible and collaborates. Counselor is good at updating on case-management information/resources. Grade level team meetings help with collaboration. Diverse Learner teachers meet with case manager which helps with collaboration.

--

PD providers are needed for the school to make sure that teachers are earning CPDU's for professional development. Plans are in place for this to occur, so we feel progress is being made. PD is aligned to the needs of the staff

While we are usually allowed to go to PD, PD is not exactly handed to us. Meaning, it would be great if teams were sent to these PDs and then an implementation of these.

Diverse Learner Teachers have gone to several PDs, and are signed up to go to more, to gain insights and materials related to behavior modifications and modified curricula.

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 B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1 2 **3** 4

Scheduling committee work
 IEP meetings
 Workshops and time dedicated to Steppenwolf, Hubbard Street, Art on Sedgwick
 Fully scheduled PE, health, and after school athletic program
 Whether these align with CIWP priorities is unclear

We would like to see more money put towards science. We are not aware of how the school budget is being spent. We do know there is no money left in the budget.

--

Assistants in both kindergartens
 Full fine arts program
 Teacher retention
 Devoted teams for interviewers (even over summer)
 Partnerships with arts/science organizations, Wells street businesses,
 Classroom funds

Staff does not fully understand budgeting so cannot comment. A computer cart for each class would be ideal. Technology training through school wide PDs should be considered.

-

A variety of community and in school events are scheduled. Room parents are involved, holiday bazaar, book fair, field day. There are ample opportunities for staff and families to get involved. Friends of Franklin and LSC are highly involved in decision making. High teacher retention rate

Some staff not aware really of what the budget exactly covers. We are pushing for more MTSS, yet it appears there are no funds for this.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS		
Suggested Evidence	✓ Schedules	
	✓ Teacher retention rates	
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)	
	✓ Candidate interview protocol documents	
	✓ List of community-based organizations that partner with the school and description of services	
	✓ Evidence of effectiveness of the services that community-based organizations provide	
	✓ Budget analysis and CIWP	
	Measures	✓ Five Essentials
	Five Essentials	Effective Leaders, Collaborative Teachers
	MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community 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		
✓	Aligning Resources with Priorities: Focusing on What Matters Most	
✓	Instructional Supports	
✓	Strategic Source Vendor List	
✓	CPS Instructional Time Guidelines: Elementary School Overview	
✓	CPS Instructional Time Guidelines: High School Overview	
✓	CPS Instructional Block Guidance: K-2 Literacy	
✓	CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

Standards-based lesson plans required weekly
Arts and PE classes all have curriculum aligned with scope and sequence with national and CPS guidelines
Rubrics for assessments; gradebook entries
Not sure about other academic areas

Individually curriculum has been reviewed, but as a whole school we have not done this. I think that would be a great addition to our bi-weekly meeting times.

Could use work as a school to make a more cohesive curriculum from grade-to-grade
We have maps, but do we work together with grade band to ensure we are covering content? Not overlapping?
Reconsidering departmentalizing grades--is this setting kids up for success?
Teachers group students based on both informal and formal observations/assessments (BOY, MOY testing)

We would like a set curriculum for SEL and Diverse Learners, focusing on more appropriate pacing, ample practice, online resources, and intensive instruction.
increase teacher collaboration through sharing unit plans and activities, aligning curriculum, and reviewing student work to address deficits/strengths/rigor

Literacy Curriculum Map, Writing Scope and Sequence, Math curriculum. Weekly lesson plans aligned to goals and submitted.
Teachers have time to meet and discuss student growth during common planning time. Administrator directed meetings also focus in on student data for growth attainment.

Access within the school seems to be available. However, resources can be limited as to our diverse learner population.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

- NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**
- ✓ [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

Equipment and differentiated materials (shorter distances or smaller materials) within lesson plans
 Parental/community help for additional supports (small reading groups, guest artists, etc)

This is something we have discussed but it would be nice if it could all be compiled in one area for easy access in some kind of digital database. Safari is available, however it tends to be dated. It will be wonderful when the book inventory is completed so that the teachers are aware of what Franklin has to use at their fingertips.

Primary feels they purchase/create much of their own curriculum materials (from activity packets on TPT to dice)--what happens when these teachers change grades? The school needs to fund curriculum and instructional materials that stay with grade. We see this for math, but not reading, science, SS
 Top down curriculum map would be something we should look into creating
 Outdated Reading Street Curriculum
 New ProBoards a great way to incorporate new technology and opportunities for more modern instruction in classrooms!
 Primary grades have leveled groups for reading and math (strategy groups) but use teacher-bought (not classroom funds, but personal funds) materials to support small group instruction
 Teachers appreciate autonomy but just lack funding for teacher-created projects

Teachers use various resources such as khan academy, IXL, reading a-z etc to differentiate and provide scaffolding as needed. Having a computer cart in each classroom will encourage teachers to embed technology in their lessons and provide varied learning opportunities for students

Budget constrictions limit available resources, but we creatively attain new materials. Teachers frequently use Donors Choose, parent donations, and buy their own materials for students. There was also a summer trip to gain additional free resources from a warehouse.

While it is much better, it would be great for each class to have access to their own computers so that there would be a 1:1 ratio of student to computer.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

Mainstage and studio shows and performances
 Student demonstrations/presentations within class for one another

We don't regularly do this but we are heading in that direction and we do try to do this in grade level meetings.

Differentiation happens in the primary grades with reading and math.
 Outdated Reading Street Curriculum
 Hope... Intervention teacher in the primary grades to pull students everyday to work on intensive instruction

Regularly scheduled and attended Grade Level Meetings. Teachers meeting within and outside of school hours and discuss student strengths and weaknesses, lessons, goals.

All curriculum is common core aligned. Two or more grades are given for each of the core subjects to provide parents with meaningful feedback about student progress. Open house serves as a way for parents to learn more about the curriculum. Teachers collaborate by looking at samples of student work.

There is more time in our schedule this year to speak to each other about this topic, however, more set aside time or PD to establish this would be beneficial.

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	✓ 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 Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQIP) ✓ 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

High school fairs
After school test prep
High school arts audition preparation
Advisory topics/calendar
High school field trips and partnerships
Plan in place to increase college going culture by exposing students to different post-secondary institutions with different post-secondary flags by each classroom door.
Counselor is in constant contact with parents regarding GoCps and naviance.

It's kinda hard to do, but something we would like to see a lot more of. This has happened sporadically, and with great success, it would be beneficial for our students if it occurred more often.

3rd-8th grade small groups for math. (Utilizing Explorer Math)
Math teachers teach algebra to allow our upper grade students to test out of that for high school
Writing taught its own subject
High school fair, high school visits, high school panel (with graduated Franklin students that come to visit)
Counselor checks in with 8th graders on high school selective enrollment test
Social emotional curriculum is taught like an academic subject
Suggestions: high school/college day (staff wears their high school/college gear)

Regularly scheduled and attended High School Fair for 6th, 7th and 8th grade students and parents with a variety of private, selective enrollment, magnet, IB, neighborhood and Fine Arts high schools. Naviance lessons delivered to 6th, 7th, 8th grades on topics pertaining to secondary work. GoCPS workshops and guidance lessons provided to 8th graders on secondary options. High School Pride Day takes place at the end of the school year where 8th graders wear their perspective high school's gear. Transition plans written for diverse learners.

Counselor provides college fair for eighth grade families and helps with high school applications. Fine Arts teams offers additional preparation for auditions for arts schools. Rigorous curriculum prepares students for high school curriculum.

While we do push for students to think of post high school life, there should be more discussion around non-traditional pathways to success as well.

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 ✓ Nonvintage Minority 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)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

REACH evaluations

Lesson plans - questioning, demanding task, flexible grouping
It would be nice to be able to observe peers to see this happening in practice.

I think that Franklin teachers do this very well and we make an effort to reach all of our students. Of course, there is always room for improvement which leads to us continually developing ourselves professionally.

Flexible group with reading groups

Teachers group by test scores (Dibels/NWEA)
Grade level meetings to discuss what is working, analyze testing data, and checking in on progress
ELL teacher takes students that are ELL & students that need extra support
Suggestions: growth mindset vs. fixed mindset, student-directed instruction, integration of Science/Social Studies into Literacy/Math curriculum (i.e. project-based learning)
Note: This may be more apparent in upper grades, but in primary grades, it is more of a struggle to peer observations

The fine arts program enhances the learning experiences of students - Cross-curricular activities, big show etc
Many dedicated teachers who have stayed with this school for a very long time are important assets and take on leadership roles
. Examples, developing the literacy curriculum, science fair and related events, ILT team
Feedback from administrators and suggestions to improve questioning and answering techniques. The use of the Knowledge Center to view videos or attend PDs encouraged and supported.

We have flexible groupings, cognitively demanding tasks, open-ended questions.
Observation and collaboration with administrators who provide a clear path for improvement
Motivated teachers who go above and beyond.
Assessment is used as a basis for planning instruction.

It is difficult to tell because we don't get the opportunity to see each other teach.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
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

SLP forms completed by all teachers prior to IEP meetings
Grading policy
Assessment calendar

Franklin has come a long way in this best practice to have more grades per subject to enable student success as well as balancing across subject categories.

School wide grading mandate with checks every 2 weeks
Primary teachers use quick checks or exit slips to gauge understanding of subjects.
DIBELS/TRC/mCLASS are used for BOY, MOY, EOY testing
Suggestions: more progress-monitoring tools: Can we use DIBELS/TRC for 2nd and up?

Students, including Diverse Learners and English Language Learners, are given the NWEA Map state assessment, PARCC state assessment and DIBLES state assessment, as well as curriculum based assessments.

Lesson plans submitted weekly and aligned to scope and sequence. Pre-and post assessments to guide instruction. Consistent school-wide grading policy. Discussions of gradebook occur at a school level and suggestions are offered for improvement.

Through the guidance of administration, we have the autonomy to create our grade books to adequately assess our students.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
CPS Framework for Teaching	
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

SEL and MTSS Tier 1 interventions are in place: every grade band has an SEL curriculum (2nd Step or Advisory) and the MTSS team has established a system and offered support. However, not all staff are utilizing the MTSS supports provided by the team, and many more students are in need of Tier 2 SEL supports than receive them.

We review this data in grade level meetings and with other teachers.

MTSS committee meets regularly & gives ideas/activities for teachers to help progress monitor students
 MTSS folders are kept up to date, including student work, test scores, etc.
 Attendance is announced by admin in E-News. Admin is visible and hold parents accountable for attendance.

MTSS team provides feedback and regularly evaluates intervention strategies, progress monitoring and advise next steps / support.

Have the support staff (teacher assistants) support teachers in implementation.
 Referral process for Behavioral Health Team is in place. Menu of Interventions needs to be established.
 Off Track data is used for 7th graders in the form of "Fix 'Em Fridays."
 Naviance Individual Learning Plans are implemented and built on throughout the year for 6th, 7th, and 8th graders.
 Staff engaged in small group learning daily.

MTSS is implemented, but differs per classroom. There is not a go-to resource list of interventions. Professional development is required for teachers to advance in their practice

While we are moving in the right direction, more training to the staff is needed in this area. More help/guidance with advisory would be helpful so it is not a "dreaded" activity.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.

- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

The fine arts team has high expectations for students and differentiates challenges based on student ability. What is a challenge/high expectation for one student may be easy for another. Look at culminating events, such as Willy Wonka Jr. student A (lead) was challenged and so was student B (chorus), but their roles were very different. Most classrooms have a sense of high cognitive energy, and most teachers have high expectations. (There are very few general education classrooms where whole group instruction is the norm and the energy level is lower. Not all students seem engaged and there are minimal differentiated groups.)

The school culture and environment is high energy, positive, and supportive which enables learning to occur with high expectations. This is evident in everything from Franklin's fine arts to our science fair.

Much of the staff works before 8:15 and after 3:15; volunteering for after school activities, school-wide events, etc...
"Check in" with certain students and staff; let the student know they have someone to talk to
Middle Grade advisory includes teachers checking in on student grades, and building peer communication/relationships.
Classroom work is also displayed in the hallway; as well as the classroom.
SEL school wide Second Step curriculum used to give students tools to foster interactions among peers and adults.

Students are made aware of what they are expected to walk out of class with each day. They are presented with a variety of challenges, but are also given praise and encouragement to persevere with difficult tasks. Students need more support with completing and submitting class work/homework on time. Staff in our school has a strong attendance, showing the desire to be here and support students. Many students go back and visit old teachers frequently, demonstrating positive relationships and the investment teachers make in student outcomes/relationships. DL students need to continue to work on their confidence (which occurs with academic success) and ability to work towards independency.

Emphasis on growth mindset. Students in older grades meet to discuss their scores and create a plan for growth, high level of student ownership in their work

Student achievement is greatly valued and the teachers are seen as the experts in making this happen. I do believe that we need to get away from some CPS standards and create curriculum from which we know our students will most benefit.

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 ✓ SELP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (en.edu/sep) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

1 2 **3** 4

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

FA team works hard to know all students in the building as individuals.
FA team collaborates as team and with counselor and homeroom teachers to create welcoming, respectful environment for all students with necessary supports for individuals

The minute someone walks into Franklin, they can sense this “high emotional quotient” of respect and trust amongst students, staff, and administration. Teachers are collaborative and work things out as needed (sometimes on the fly!).

Fine Arts; teaches students to trust and respect each other as they put themselves on “stage”
Second Step Curriculum to build and foster relationships.

Staff interactions are highly respectful and consistent. Students are continuing to work towards understanding how to display positive behavior in school with their peers through second-step/SEL learning blocks. Middle school students often demonstrate leadership and positive behavior, which can be observed by students of younger grades around the school.

Social emotional curriculum, Second Steps, is helping to build a better classroom community. Counselor is available as additional support for students, staff, and parents. This is an area that is improving.

There is a family atmosphere here at FFAC which is amazing. However, and I am not entirely sure how to make this happen, I do believe there could be more student voice. There is an advisory group, but they claim they do not meet that often and are not sure if their voices are heard there. Teacher do admit to sidestepping student voice on occasions.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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.

1 2 3 4

On going after school program with fine arts, sports and academics. Student Advisory w/ teachers and Principal Advisory with Mr. Jones. Arts and academic field trips with in the community. Student performances outside of school within the city. Chorus, rock band,

Franklin has a variety of extracurricular activities from various after school arts programs to sports programs.

Parent volunteer coaches for sports; basketball
 Amrein has after school math classes/summer math classes
 Science Fairs and science club after school
 Primary grades had STEM after school program this year!
 School spirit wear on display in the hallway
 J @ School offers cooking classes & yoga. (for a fee)

Our school offers students a variety of ways to get involved within the school and community. For example, the choir students sing at the neighborhood tree lighting ceremony that takes place in the community. Students are also involved in various after-school programs, including clubs and sports, allowing them to meet students of other ages and participate in extracurricular activities.

Principal advisory committee meets to discuss school concerns. Middle school advisory classes also offer students a go-to adult. Students are always willing to offer feedback about how they feel about school. This shows they are comfortable in sharing their student voice.

Students definitely seem interested and engaged in learning. We do need more service projects and to learn to be more global as a community.

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"> ▪ WVNS Student Survey completion rates and results ▪ Minutes from student organization and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essential – Supportive Environment
Five Essential	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/NET Standards

Safety & Order:

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

Score

1 2 3 4

Students and teachers feel very safe in school. Security guard presence. Teachers and students have a strong sense of rules and regulations in the building. Strong contact with parents. School wide online discipline program "Student logger"

The hallways have improved over the last couple of years as far as the reduction in noise level this makes it possible to maintain order and allow for high level learning to occur in classrooms during transitions. There is little to no bullying occurring within Franklin which also allows for students to feel safe to come and thrive at Franklin.

5 Essential survey

Our school uses consistent practices and routines to promote safety in the school. Staff are present in the hallways during transitions, allowing for smooth, safe transitions within the school. Rules regarding visitors and parent visits are consistent and enforced to ensure safety.

Teachers and staff monitor hallways and administration is involved in the supervision of exit, entry, and recess. There are safety procedures in place throughout the day.

Safety issues are addressed immediately and do not appear to be of a concern to students or faculty.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
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	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Check in / Check out system for students with repeated behavior problems in class.

Student Logger tracks behavior incidents
Need for more training in restorative practices
Does the high flyer chart "shape behavior"?

Restorative practices are in place for staff to follow which enables students and families to feel a large support system throughout.

Second Step Curriculum in K-5. Consistent behavior plan in all classes (the color chart) with consistent wording throughout the grade levels.

5 Essentials shows "need improvement" in area of students feeling safe
Implement "detention" instead of suspensions.

Staff need to continue working on utilizing student logger to promote proactive discipline approaches. Proactive approaches are encouraged, modeling and calling out students who are doing the right thing. High Flyer charts utilized in all classrooms school wide promotes student involvement and positive consequences, not just negative consequences.

The school acts in accordance to the code of conduct. Parents are contacted and behavior plans are put in place. There is a schoolwide "High Flyer" behavior expectation chart with rewards and consequences.

Inherently, the teachers try to do restorative practices, however, I am not sure how many staff members have been actually trained on these techniques. Teachers have been trained, but struggle to find the time to really give these practices the attention that are needed.

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	✓ 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.

Parent reps on Local School Council
 Parent led “Friends of Franklin “ fundraising organization
 Room parents in each classroom.
 Parent volunteer librarians, Sports coaches, spirit wear sales.

parent volunteers in fine arts
 healthy attendance at school events

Annual “international picnic” celebrates student heritage and background

Franklin has a strong family/staff/school partnership. This is evident not only within our Friends of Franklin, but the strong show of support teachers get from room parents.

Staff communicates with parents monthly. FFAC has a Facebook page and Twitter account that is updated frequently. Staff is assigned months to submit pictures and things happening in their classrooms to post on FB and tweet out. Open House/Back to School Night is provided at the beginning of the year. Fine Arts showcases their student talent with A“Studio Shows” for families. Staff invite families into classroom for poetry slams, and other classroom activities. Primary parents invited in during classroom celebrations. Administration sends out monthly newsletter in the E-News.

There are plenty of opportunities for parents to be involved within the school, including book club (with teachers), running the student library, and volunteering with activities like secret santa and the “big show.” Our school also sends out monthly newsletters and is consistent with maintaining the school website.

Parents come and volunteer on a regular basis, we have meet and greet. Friends of Franklin is a parent led organization. Teachers communicate regularly. Room parents help to coordinate plans and spread information about upcoming events. The school directory serves as a way for parents to communicate with one another. The Franklin Facebook page and twitter handle provide information. We have a school website and communicate to families with both paper copies and electronically with our e-news blasts. Fine arts classes have studio shows for parents to see and also have performances out in the community.

A lot of parents are ready to help at a single e-mail. We have to figure out a way to motivate the others to become more involved, understanding that there will always be a very small percentage who will not be invested. There are many opportunities at the school given for parents to participate.

Guide for Parent and Family Partnership

- Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.
- Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).
- Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<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 ✓ 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 ☐= Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐

3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

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
---------------------	---------------------	---------------------------	---------------------------	---------------------------

National School Growth Percentile - Reading

National school growth percentile- Reading
Realistically- the movement in reading for growth is slower to move with our overall population than math. With our attention to small grouping during ELA instruction in the upcoming year; targeting specific reading levels for each learner; we expect to see overall fluency and comprehension scores increase.

54.00	75.00	85.00	85.00	90.00
-------	-------	-------	-------	-------

National School Growth Percentile - Math

National School growth percentile Math
Explanation of goal: There was huge growth in the area of Math from 16/17 to 17/18. Getting the teaching staff to focus on using targeted lessons for individual students based on skill deficiencies proved to have a correlation to individual student growth targets for NWEA. Teachers assigned lessons in IXL and allowed for students to work at their own pace. We will continue this practice this year as well as incorporate more Math talks and opportunities for students to dialogue about their problem solving decisions with each other.

55.00	97.00	95.00	97.00	99.00
-------	-------	-------	-------	-------

% of Students Meeting/Exceeding National Ave Growth Norms

% students meeting/exceeding National Average growth norms
As the teachers target specific skill deficiencies for average groups for reading and math - we will be focusing on key areas that can become to "quick gains" to push the students into the meeting and exceeding band. The focus on small group instruction will allow the teacher to ensure they are pushing the average students on the cusp of meets or exceeds into the next RIT band. This will directly generate a rise in percentages of students in the meets and exceeds ranges.

58.20	71.70	70.00	80.00	90.00
-------	-------	-------	-------	-------

African-American Growth Percentile - Reading

African American growth percentile- reading
With our attention to small grouping during ELA instruction in the upcoming year; targeting specific reading levels for each learner; we expect to see overall fluency and comprehension scores increase.
This sub group has shown the least amount of growth; so we have been having deep dives into the off track data for our African American students and how the teachers are differentiating for this population. Discipline numbers is also showing an off-kilter bias towards our non-minority students- so teachers are being asked to reflect on this sub group and the level of expectations the teachers are having for them.

42.00

62.00

72.00

80.00

90.00

Hispanic Growth Percentile - Reading

Hispanic growth percentile- reading
Again- the sub groups have been showing very slow growth in both reading and math. Teachers are tasked with bringing in relevant, and culturally diverse materials to their teaching. This year the teachers have been using internet materials and lots of teacher pay teacher items- and we know that we need to focus more of our funding dollars on ensuring the school has materials and resources that the students can use that relate to them and their cultures. This will raise interests in their reading classes and allow for the students to make more connections to the materials they are reading. This will in turn drive comprehension and inferential explanations/understanding and impact this and other subgroup growth percentile.

56.00

91.00

93.00

96.00

99.00

English Learner Growth Percentile - Reading

English learner growth percentile- reading
This sub group are required to take NWEA, however some ELs are exempt based on their current Access scores. Because our population of those that need to test NWEA is a small population We will track their data in the Access scores for literacy domains.

(Blank)

(Blank)

0.00

0.00

80.00

Diverse Learner Growth Percentile - Reading

Diverse learner growth percentile- reading not sure why the 2017-18 actual did not generate here....
With the addition of our newest staff member- reading foundation skills have been an area where baseline testing proved to be the most difficult for this subgroup of students. The team are now writing separate foundational and comprehension goals to ensure the specifics for growth are being included for those that need the additional supports. DL teachers are now using the grade level partner's lesson plans to create parallel plans for inclusion and pullout. These plans ensure that scaffolds for accessibility yet are still grade level appropriate and push students to grow in their overall percentiles as work expectations have not been watered down in the accessibility.

8.00

(Blank)

60.00

75.00

90.00

African-American Growth Percentile - Math

African American growth percentile-math
This sub group has shown the least amount of growth; so we have been having deep dives into the off track data for our African American students and how the teachers are differentiating for this population. Tier 2 MTSS intervention supports have been put in place for many that are struggling with math foundational skills. IXL has also been implemented to target specific lessons for students based on their deficiencies. Discipline numbers is also showing an off-kilter bias towards our non-minority students- so teachers are being asked to reflect on this sub group and the level of expectations the teachers are having for them.

45.00

57.00

75.00

85.00

95.00

Hispanic Growth Percentile - Math

Hispanic growth percentile- math
Tier 2 MTSS intervention supports have been put in place for many that are struggling with math foundational skills. IXL has also been implemented to target specific lessons for students based on their deficiencies. We will continue this process since we have seen a tremendous amount of growth in this sub category. We want to ensure this huge jump in data is justified and will increase goal incrementally.

39.00

95.00

96.00

97.00

99.00

English Learner Growth Percentile - Math

English learner growth percentile- math
This sub group are required to take NWEA, however some ELs are exempt based on their current Access scores. Because our population of those that need to test NWEA is a small population We will track their data in the Access scores for literacy domains.

(Blank) (Blank) 0.00 0.00 80.00

Diverse Learner Growth Percentile - Math

Diverse learner growth percentile- math-- not sure why the 2017-18 actual did not generate here....
Student with IEP minutes for math that have been showing growth have been moved from pull out to inclusive model with supports in the gen ed classroom. This will allow teachers to co-plan and co-teach so that all students are receiving grade-level appropriate expectations but Tier 2 MTSS intervention supports have been put in place for many that are struggling with math foundational skills. IXL has also been implemented to target specific lessons for students based on their deficiencies.

75.00 (Blank) 85.00 90.00 95.00

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

National school attainment- reading grades 3-8
The school-wide focus on grade level appropriate workload and lessons with scaffolds in place for reaching struggling students, while allowing time for skill-based small group instruction on key skill deficiencies. This will allow for teachers to teach the needed information, but offer students materials at their levels- to allow them independent access to the learning. This will push students to grade level attainment since they will have full access to grade level materials so that when they have to assess by themselves they are confident in their knowledge base and they are not relying on adults or peers to "pull them along." they will be able to infer what is being asked of them and the steps needed to problem solve with confidence.

90.00 92.00 95.00 97.00 99.00

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

National school attainment- math grades 3-8
The school-wide focus on grade level appropriate workload and lessons with scaffolds in place for reaching struggling students, while allowing time for skill-based small group instruction on key skill deficiencies. This will allow for teachers to teach the needed information, but offer students materials at their levels- to allow them independent access to the learning. This will push students to grade level attainment since they will have full access to grade level materials so that when they have to assess by themselves they are confident in their knowledge base and they are not relying on adults or peers to "pull them along." they will be able to infer and problem solve with confidence.

85.00 91.00 95.00 97.00 99.00

National School Attainment Percentile - Reading (Grade 2)

National school attainment percentile- reading grade 2
More focus on small group instruction, will allow students to move from a one to one test with the teacher into independant stamina to show reading abilities (because of the move from Dlbels to NWEA)

87.00 99.00 99.00 100.00 100.00

National School Attainment Percentile - Math (Grade 2)

National school attainment- math grade 2
Departmentalization of instruction and more integrated math talks and teaching attack strategies for students for problem solving (because of the move from mClass to NWEA)

79.00 99.00 97.00 99.00 100.00

% of Students Making Sufficient Annual Progress on ACCESS

% of students making sufficient annual progress on ACCESS
English Language Program Teacher has been working diligently with the students having to take the ACCESS exam. ELPT collaborates with classroom teachers, and DL teachers to offer interventions/accommodations for accessing grade level expectations. ELPT will continue to work closely with the families to build supports in the homes for parents to be able to help their children with their work.
FFAC has 14 ELs, But a minimum of 30 ELs are needed in order for growth to be measured.

(Blank) (Blank) 75.00 85.00 95.00

Average Daily Attendance Rate

Average daily attendance rate
 There has been a large push to track the students that are considered "off track" because of attendance.
 Counselor and Principal call and/or visit homes, hold conferences and create connections to the students who struggle the most with this area. the teachers email parents when a pattern occurs and are becoming more diligent in reaching out to the counselor with issues so they can be added to her "concerns" group.

95.60 95.80 96.10 97.00 98.00

My Voice, My School 5 Essentials Survey

My school, my voice 5 essentials survey
 Student voice has always been the strongest.
 There has been a huge push this year with the teaching staff. Historically, they did not allow their voice to be heard. Administration has allowed the ILT representatives lead the charge to ensure all staff are knowledgeable in that this is a great way to spring board progress on areas that we need to improve upon. They have had meetings with grade levels and small groups to read over the questions together so that they could gain a real understanding that they are answering the questions with the same understanding of "What" the question is REALLY asking. During our staff meetings- and read through of the MVMS results and many folks said, " Oh, is that what that question means?? I thought it meant...." The ILT team realized we needed a clear understanding of what they were answering so they worked together to get an understanding of what the questions meant to all the staff. Now the teachers are excited to have their voice heard as a cohesive voice.
 Parents also have been encouraged in many different ways/communications to get their surveys done. Teachers have included reminders in their correspondence/newsletters home. Room parents have also sent email reminders to parents to have their voices heard also.

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

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

create a scope and sequence for each grade level for guided learning opportunities and targeted small group instruction

fluid learning from grade level to grade level

no reteaching of the same materials and a more relevant set of topics per grade level and more individualized learning for specific goals. Lesson plans will follow the set scope and sequence and evidence of small group instruction will be monitored.

Tags:
 Math, Science, Social studies, Reading, Aligned scope and sequence

Area(s) of focus:
 3, 2

Action step

Responsible

Timeframe

Status

plan out the grade level standard requirement for CPS subject specific classes to ensure overlap in curriculum is not occurring

Barrera

Jun 15, 2018 to Jun 20, 2018

On-Track

Aligned scope and sequence

Teachers will perform peer observations to enhance collaboration and vertical planning.

teacher, admin

Oct 1, 2018 to Jun 6, 2019

Not started

Collaboration, Peer observation

Social Studies teachers will develop and implement one or more school-wide, project-based experiences that will involve students across grade levels, as well as their families and the larger school-community. For example, a FFAC social studies fair or geography trivia night.	ss teachers , Barrera	Nov 1, 2018 to May 31, 2019	Not started
---	--------------------------	--------------------------------	-------------

Social science fairs, Trivia night

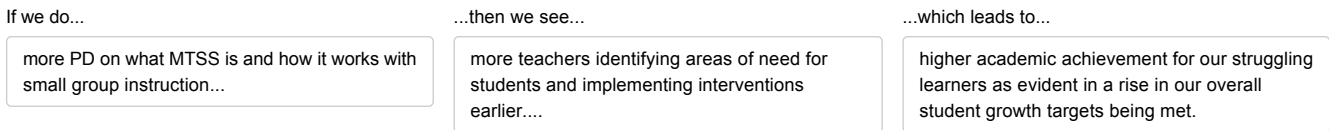
Teachers will increase the number of social studies/math/science-themed field trips taken; thus exposing students to real-world relevant topics in an engaging, meaningful way.	teachers	Oct 1, 2018 to May 24, 2019	Not started
---	----------	--------------------------------	-------------

Field trips

Instructional Leadership Team meets regularly (bi-monthly at a minimum) to look at student data and discuss instructional practices	ILT team	Sep 7, 2018 to Jun 11, 2019	Not started
---	----------	--------------------------------	-------------

Data driven instruction, Ilt meeting

Strategy 2



Tags:
MTSS

Area(s) of focus:
1, 3

Action step	Responsible	Timeframe	Status
Plan the PD for staff institute days in August.	Baum, Lopez, Barrera, Sobotka	Aug 6, 2018 to Aug 24, 2018	Not started

MTSS

Analyze beginning of year data to select appropriate in-class or pull-out interventions to start they year implementing.	teachers	Aug 20, 2018 to Sep 7, 2018	Not started
--	----------	--------------------------------	-------------

MTSS, Interventions and supports, Nwea data

Struggling students will be identified for interventions early in the year; beginning with those repeating a grade- if any, as well as those identified as urgent by their previous year's teachers and the mtss process started within the 1st quarter.	mtss team	Aug 20, 2018 to Aug 31, 2018	Not started
--	-----------	---------------------------------	-------------

MTSS, Nwea, Mclass, Dibels

Schools will provide Tier 1 instruction to explicitly teach social and emotional skills to all students	teachers, counselor	Sep 3, 2018 to May 31, 2019	Not started
---	---------------------	--------------------------------	-------------

SEL

Schools will create in-school suspension and/or detentions as an alternative to OSS for students needing behavior intervention	Barrera, advisors, homeroom teachers	select	Not started
--	---	--------	-------------

Discipline, Behavior support plan, Student logger

Strategy 3

If we do...

take inventory of the current texts and resources that we use in classes

...then we see...

how those materials will match up to the new scope and sequence

...which leads to...

determining where the "holes" are at for what we need to teach a relevant curriculum and what we need to gather and obtain. Our materials will align to the scope and sequence for that grade level.

Tags:

Math, Science, Social studies, Reading, Aligned curriculum, Aligned scope and sequence

Area(s) of focus:

4, 3

Action step

Responsible

Timeframe

Status

end of year text inventory

Barrera

Jun 8, 2018 to
Jul 27, 2018

Not started

Textbook, Book inventory

Survey for teachers about what they realistically still use and can get rid of because it is no longer relevant to their teaching

Barrera and teachers

Jun 11, 2018 to
Jun 29, 2018

On-Track

Aligned curriculum, Staff surveys, Book inventory

Teachers and admin will use the scope and sequence for what needs to be taught then determine other resources that still need to be purchased.

Admin team and teachers

Jun 4, 2018 to
Aug 3, 2018

Not started

Allocations of funds for purchases of instructional materials and supplements, Book inventory

Strategy 4

If we do...

Allow the teachers to have ownership of the areas of PD they feel they need. This will be determined by conversations between admin and teachers and around the scope and sequence and methods of delivery in lesson plans.

...then we see...

teachers collaborating and co-teaching with confidence in their areas of expertise. We will see teachers bringing relevant and current best practices to their teaching.

...which leads to...

Higher student engagement and learning that will be proven to increase student overall achievement levels.

Tags:

Professional Learning, Professional development, Co-teaching, Coaching, Co-planning

Area(s) of focus:

2, 3

Action step

Responsible

Timeframe

Status

Teachers will perform peer observations to enhance collaboration and vertical planning.

teachers

Oct 1, 2018 to
May 31, 2019

Not started

Peer observation, Reach evaluation

teacher will seek out specific PD for their area of specific need

teachers, admin team

Oct 1, 2018 to
May 31, 2019

Not started

Professional development, Knowledge center

teachers and admin will find areas of PD that are relevant to staff and spend Bi-weekly grade level meeting time on bettering their craft- based on individual needs per grade band.

teachers and admin

Sep 17, 2018 to
May 1, 2019

Not started

Professional Learning, Teacher pd, Grade level standards

Action Plan

Strategy 1

ON-TRACK plan out the grade level standard requirement for CPS subject specific classes to ensure overlap in curriculum is not occurring"
Jun 15, 2018 to Jun 20, 2018 - Barrera

Status history



ON-TRACK Jun 12, 2018
Evidence
scope and sequence

NOT STARTED Teachers will perform peer observations to enhance collaboration and vertical planning."
Oct 01, 2018 to Jun 06, 2019 - teacher, admin

Status history



NOT STARTED Jun 12, 2018
Evidence
teacher forms for feedback and idea generator, grade level meetings and vertical planning collaboration time

NOT STARTED
Social Studies teachers will develop and implement one or more school-wide, project-based experiences that will involve students across grade levels, as well as their families and the larger school-community. For example, a FFAC social studies fair or geography trivia night."
Nov 01, 2018 to May 31, 2019 - ss teachers , Barrera

Status history



NOT STARTED Jun 12, 2018
Evidence
the events schedules

NOT STARTED
Teachers will increase the number of social studies/math/science-themed field trips taken; thus exposing students to real-world relevant topics in an engaging, meaningful way."
Oct 01, 2018 to May 24, 2019 - teachers

Status history



NOT STARTED Jun 12, 2018
Evidence
scheduled field trips aligned to the scope and sequence

NOT STARTED Instructional Leadership Team meets regularly (bi-monthly at a minimum) to look at student data an discuss instructional practices"
Sep 07, 2018 to Jun 11, 2019 - ILT team

Status history



NOT STARTED

Jun 12, 2018

Evidence

ILT agendas and formal minutes

Strategy 2

NOT STARTED

Plan the PD for staff institute days in August."

Aug 06, 2018 to Aug 24, 2018 - Baum, Lopez, Barrera, Sobotka

Status history



NOT STARTED

Jun 12, 2018

Evidence

new samples for modeling and presentation that the teachers can view for review as they are creating intervention ideas and MTSS documentation- Agendas and evaluations for feedback from PD, lists of intervention strategies,

NOT STARTED

Analyze beginning of year data to select appropriate in-class or pull-out interventions to start they year implementing."

Aug 20, 2018 to Sep 07, 2018 - teachers

Status history



NOT STARTED

Jun 12, 2018

Evidence

beginning list of grade level tier 1,2 and 3 students based on the spring NWEA scores. master spreadsheet documenting the current interventions and past that have been used

NOT STARTED

Struggling students will be identified for interventions early in the year; beginning with those repeating a grade- if any, as well as those identified as urgent by their previous year's teachers and the mtss process started within the 1st quarter."

Aug 20, 2018 to Aug 31, 2018 - mtss team

Status history



NOT STARTED

Jun 12, 2018

Evidence

NWEA review, Dibels and mClass review, folders from may and June; Priority list for each grade level

NOT STARTED

Schools will provide Tier 1 instruction to explicitly teach social and emotional skills to all students"

Sep 03, 2018 to May 31, 2019 - teachers, counselor

Status history



NOT STARTED

Jun 12, 2018

Evidence

lesson rubrics, school-wide SEL survey

NOT STARTED

Schools will create in-school suspension and/or detentions as an alternative to OSS for students needing behavior intervention"

- Barrera, advisors, homeroom teachers

Status history



Jun 12

NOT STARTED

Jun 12, 2018

Evidence

student logger reports for improvement data for goals set for individual students

Strategy 3

NOT STARTED

end of year text inventory"

Jun 08, 2018 to Jul 27, 2018 - Barrera

Status history



Jun 12

NOT STARTED

Jun 12, 2018

Evidence

finished inventory in the new system

ON-TRACK

Survey for teachers about what they realistically still use and can get rid of because it is no longer relevant to their teaching"

Jun 11, 2018 to Jun 29, 2018 - Barrera and teachers

Status history



Jun 12

ON-TRACK

Jun 12, 2018

Evidence

we will go through the book room; purge, consolidate and create a master list (spreadsheet) of materials

NOT STARTED

Teachers and admin will use the scope and sequence for what needs to be taught then determine other resources that still need to be purchased."

Jun 04, 2018 to Aug 03, 2018 - Admin team and teachers

Status history



Jun 12

NOT STARTED

Jun 12, 2018

Evidence

po's, lists of materials and resources needed to address what is needed at that grade level.

Strategy 4

NOT STARTED

Teachers will perform peer observations to enhance collaboration and vertical planning."

Oct 01, 2018 to May 31, 2019 - teachers

Status history

Jun 12

NOT STARTED

Jun 12, 2018

Evidence

feedback rubrics for observed teachers

NOT STARTED

teacher will seek out specific PD for their area of specific need"

Oct 01, 2018 to May 31, 2019 - teachers, admin team

Status history

Jun 12

NOT STARTED

Jun 12, 2018

Evidence

presentation of their learning with their peers

NOT STARTED

teachers and admin will find areas of PD that are relevant to staff and spend Bi-weekly grade level meeting time on bettering their craft- based on individual needs per grade band."

Sep 17, 2018 to May 01, 2019 - teachers and admin

Status history

Jun 12

NOT STARTED

Jun 12, 2018

Evidence

PD calendars teacher lesson plans will reference small grouping

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Parents will be given the opportunity to address the ESSA and Parent engagement planning during regular monthly Local School Council meetings and monthly Friends of Franklin (F.O.F.) meetings. Administration will also seek parent input through surveys and administration quarterly "Coffee with the Principal".

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The initial parent meeting for the school year is held at the Open House during the third week in September. The meeting will be called by the school administration to address various parental involvement opportunities for the upcoming year and to discuss the end of year parent survey results. At this meeting, the principal will provide an explanation of ESSA, Title I, the budget, and parent groups/meetings they can attend. Also, we will hold monthly F.O.F. meetings, and L.S.C. meetings.

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.

We offer the L.S.C. meeting open to the public every 3rd Wednesday of the month and F.O.F. meetings every 2nd Wednesday of the month. Parents will be notified that all are welcome to these meetings each week in the eNews bulletin that is emailed home. Also- the agendas for these meetings will be sent home in the children's book bags 2 days before each meeting to encourage parent engagement. They can also find information on our website. Parents are kept informed about assessment tools and progress, as well as expectation levels by sending student growth and stretch goals for NWEA and progress monitoring data from Dibels/MClass data with targeted instructional ideas to work on at home to enhance student achievement.

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.

Parents are informed of the student's progress at the beginning of the year when they are given a copy of their student's standardized test results, as well as, a copy of the state report card during 1st quarter report card pickup (if available at that time).

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.

Letters are sent out to parents when and if their student is being instructed by a teacher who is not highly qualified.

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.

Parents are informed and advised on how to read state assessment data at the LSC meeting in Sept/Oct. In addition, the school provides parents access to Parent portal (tutorials for how to work the actual system given by tech co in needed) in which parents can obtain information about their students academic assessments and progress. Teachers encourage parent contact through monthly newsletters, consistent emailing or phone calls, and through maintaining an open and friendly policy for setting up conferences when needed.

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.

Emails, conferences and cell phone texting are all methods of communication offered to parents. Our Tech coordinator offers training on accessing the Parent Portal on IMPACT, and a counselor available to parents who need assistance in helping their students with homework and improving their academic achievement. A literacy and math night for parent exposure to the grade level curriculum will be established and our STEM night will continue.

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.

We will continue to have teacher and ESP representatives on both L.S.C. and F. O.F. committees. The school will hosts an annual Family Literacy Night, Back to School administrative "meet and greets", Open House, and a Family Math and Science Night and FFAC parent-teacher book club. In addition, emailing and texting teachers for help will allow parents who need assistance with how to help their child for homework will greatly increase communication. Teacher monthly newsletters are sent home to keep parents informed with school events. The school's website and weekly email for eNews bulletin provides up to date information for all community to access. Teachers are asked to communicate with parents on a regular basis about student achievement and behavior. Bilingual staff is available whenever translation is needed and a list of the translators is posted in the office for all to see. FFAC also prides itself on a strong Room Parent program so there is a designated parent that helps all other parents in the classroom to get information and helps to coordinate class events and field trip coverage. The school has an open-door policy that encourages parents to discuss their student's academic progress during non-instructional hours. Parents are also encouraged to participate in class field trips and to volunteer at the school in many different ways.

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.

Teachers consistently provide home activities to the students to encourage student's academic progress throughout the year. This includes making sick work available to parents for pick up in office or emailed to parent for download.

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.

All of the information sent to parents will be provided in both English and Spanish. Parents are able to access the school's website from home, where they can find the information as well. The eNews posts up-to-date information about upcoming meetings, school events, etc.

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.)

We envision that all students at Franklin Fine Arts Center, including diverse learners, will excel in not only the fine Arts curriculum but in reading, math, science, and social studies. They will value education and hold high personal and educational expectations. We envision all students as proficient readers, life long learners, and productive citizens of the global society. FFAC will ensure that all students have access to the best practices in all content areas by involving all invested parties. We will assure that students have the knowledge, skills, and experiences for success through the school's use of data, standards-based instruction, and research-based staff development. We will provide a caring, structured environment for the students and promote the involvement of parents in the education of their children. In addition, we will extend the school day with additional academics and extra-curricular activities with grant funded programs that are of high interest to our students.

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.

The school will host two parent-teacher conferences. One will be during 1st quarter report card pickup in November and the other will be held during 3rd quarter report card pickup in April. During both of these meetings, parents will be able to meet with all of their child's teachers, to discuss their student's academic progress as well as address any concerns or questions they may have. Teacher also will make themselves available upon request outside of these two formal days.

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

Franklin Fine Arts will provide parents with reports of their children's progress in the following manner:

- First Quarter Progress Reports sent home November
- First Quarter Report Card Pickup/Parent-Teacher Conferences December
- Second Quarter Progress Report sent home January
- Second Quarter Report Card sent home February
- Third Quarter Progress Report sent home April
- Third Quarter Report Card pickup/Parent-Teacher Conferences May
- Fourth Quarter Progress Report sent home June
- Fourth Quarter Report Card distributed to students last day June

In addition, parents have access to student grades through CPS Parent Portal.

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

Teachers are available to hold conferences each day during non-instructional hours, upon their agreement, and during preparation time with advanced notice from the parent. Teachers are also available by appointment during the school year. In addition, teachers are always encouraged to keep communication open between themselves and parents, making sure to call, text or email home whenever necessary. Translation is always available.

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.

Parent volunteers are always encouraged and welcomed. They are able to help both within the academic and the facilities of the classroom, as well as, chaperone field trips. Parent volunteers are used for school beautification, library, special projects and events such as Field Day and school dances, and within classrooms. Parents are highly encouraged to attend all meetings, conferences, and special events as well as L.S.C. and F.O.F. meetings for community concerns.

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

Parents at FFAC will assist and support in their child's learning in the following ways:serve on committees such as L.S.C and F.O.F., ensure that their child attends school everyday, monitor their child's homework completion and communicate with teachers on a regular basis, volunteer in their child's classroom, participate in decisions relating to their child's education, and keep informed about their child's education and communicate with the school by reading all notices from the school or CPS sent home.

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

Parents will participate in the education of the children by attending school functions, all parent-teacher conferences, and creating a positive rapport with teachers. Parents are encouraged to consult with the school by calling, coming to the school in person, or emailing the school faculty.

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

Students will share the responsibility for their academic achievement by ensuring they maintain good attendance, come everyday with a positive attitude ready to learn, ask for assistance when needed, read independently on a daily basis outside of school, complete all homework assignments and projects to the best of their ability and give all communication sent home to their parents each day.

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.

We are not a Title I school and funds are not available.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day** \$ 0 .00
52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

53405 **Supplies** \$ 0 .00
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.

53205 **Refreshments** \$ 0 .00
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

54125 **Consultants** \$ 0 .00
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)

54505 **Admission and Registration Fees, Subscriptions and memberships** \$ 0 .00
For Parents use only.

<p>54205</p>**Travel** \$ 0 .00
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.

<p>54565</p>**Reimbursements** \$ 0 .00
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

<p>53510</p>**Postage** \$ 0 .00
Must be used for parent and family engagement programs only.

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

55005 **Furniture and Equipment** \$ 0 .00
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.