



Thomas A Edison Regional Gifted Center ES / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Karen Valentine	Principal	kevalentine1@cps.edu	No Access
Daneal Silvers	Teacher/LSC Member	drsilvers@cps.edu	No Access
Jelena Shanahan	Teacher	jshanahan1@cps.edu	No Access
Adam Vernola	Teacher	advornola@cps.edu	No Access
Natalie Warden	Parent	nholzbarred@gmail.com	No Access
Nora Dandurand	Teacher	nnagle@cps.edu	No Access
Sheila Quirke	Parent/LSC Member	quirke.ergc.lsc@gmail.com	No Access
Ernesto Perez	Parent/LSC Member	eperez.ergc.lsc@gmail.com	No Access
Bea Calcano	Parent	mattnbea@gmail.com	No Access
Denise Passolt	Counselor	dmpassolt1@cps.edu	No Access
Kevyn Wills	Special Education Classroom Assistant	kwills2@cps.edu	No Access
Sarah Suway	Teacher	slarison@cps.edu	No Access

## Team meetings

Date	Participants	Topic
01/23/2018	Teacher Leaders	SEF
01/31/2018	Counselor	SEF
02/27/2018	Teacher Leaders	Goals & Priorities
04/04/2018	Teacher Leaders	Strategies
04/09/2018	Teacher Leaders	Strategies & Action Steps
04/11/2018	Counselor	Strategies & Action Steps
04/12/2018	Parents	Strategies & Action Steps

## School Excellence Framework

## Culture of &amp; Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

## Score

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

1 2 **3** 4

Teacher leaders in Literacy/ Social Studies and Math/Science represent Edison at meetings outside of the school and share out at grade-band or faculty meetings/PD. The school community is included in developing a shared vision focused on the success of all students. The vision is referenced, championed and articulated whenever possible (ex. it is posted on the website, it drives CIWP planning and occasionally during formal presentations). The entire staff was actively involved in revising the school's vision statement in August 2017. This vision better aligns with the equity work that the school has begun to undertake and better reflects our personalized learning philosophy. The connection between the shared vision and the school's priorities is represented in a principal-designed model that has been shared with the PLT/ILT and will be shared as part of the 2018-2020 CIWP planning process.

Teachers and administrators act in ways that consistently reflect the school's core values (integrity/empathy/open-mindedness), beliefs and priorities by modeling expected behavior for scholars. The personalized learning team (PLT) and all staff (through actions and development of the curriculum) share responsibility for ensuring the school's identity, vision, and that the mission drives school decisions.

Teachers feel comfortable taking ownership of all students' growth/successes and take responsibility for all students' learning regardless of grade level. For example, teachers will assist other teachers with student behavior and when possible, assist or co-teach in each other's classrooms. Teachers are encouraged to share their thoughts on a consistent basis through a variety of opportunities (ex. committees, grade-band teams, PLT, surveys.) Teachers at each of the three grade-band groupings (primary, middle, upper) share ownership of leadership structures/routines and take advantage of job-embedded leadership training (ex. network PD/leadership institutes, teacher leadership coaching from administration.) Leadership skills are actively cultivated and teachers volunteer for meaningful leadership roles within the school structure (ex. MTSS coordinator, athletic director, transportation coordinator) that are aligned to their individual skills sets.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

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

Score

1 2 **3** 4

The personalized learning team (PLT) functions as the school's ILT. The PLT is engaged in an on-going cycle of inquiry in order to make strategic teacher practice changes. The PLT works to gain productive insights and takes substantial new actions or adjust strategies when

root causes are noticed. For example, the PLT has been working on ways to improve teachers' capacity to individualize instruction. The PLT assists in the creation of and delivers regular professional development opportunities for other teachers.

The PLT regularly discusses many of the programs, initiatives, and strategies in the school. The PLT also regularly analyzes school-wide and classroom-level data to ensure that initiatives are on-track to meet school-wide and classroom-based goals.

The PLT assists in developing the scope and sequence of their work and has a clear instructional purpose and focus. Members are comprised of varied grade bands/department teams and is an appropriate size. This allowed all relevant content areas, and programs to be represented. A variety of work styles are represented in the personalities within the team.

Questions asked were focused on factors within the sphere of control rather than student factors. Potential root causes were analyzed based on evidence. Data used was current and timely and included student and teacher performance as well as operational. Various students groups are always considered and included. Information and engagement are a priority. All team members have an equity of voice and were actively engaged in asking questions.

## Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, **"Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, **"If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

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

### Professional Learning:

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

Score

1 2 3 4

We at Edison believe that growth in teacher practice is the key lever for improved student outcomes and we are deeply committed to developing our capacity to teach students in effective, innovative ways. Edison's plan for external and internal professional development is robust, drawing on external experts and making use of the school's highly-skilled practitioners and teaming structure to drive instructional improvement efforts. Each of these professional development opportunities ties directly to the school's CIWP.

In terms of external professional development, teachers regularly participate in high-quality workshops, seminars and online coursework facilitated by leaders in the field of education. These include professional development opportunities provided by Northwestern University's Center for Talent Development that focus on best practices for the instruction of gifted learners and provided by Stanford University's Center for Professional Development and focused on developing students' mathematical mindsets. These professional development opportunities typically address common challenges associated with the instruction of high-achieving students, including developing growth mindsets and providing learning opportunities that are both rigorous and developmentally appropriate.

Internally, Edison has multiple professional development opportunities that empower teachers and enhance their instructional practices through collaboration. Each non-tenured staff member is paired with a veteran mentor who provides coaching and thought-partnership in weekly mentorship blocks that are built into teacher schedules. This promotes instructional coherence and builds greater organizational capacity. Edison's teaming structure also serves this purpose.

Grade-band teams (K-2nd, 3rd-5th, 6th-8th) meet weekly during dedicated teacher collaboration blocks and engage in cycles of inquiry aligned with the school's CIWP. This requires teams to closely examine a variety of student achievement data sets, engage in a problem identification process, research and identify teacher practice changes to address the problem, create and implement action and data collection plans, implement the teacher practice change and monitor student outcomes. Often, this work extends well beyond the dedicated grade-band block with teacher teams electing to collaborate during their grade-band's daily common prep period. Current cycles of inquiry are focused on developing aspects of students' social emotional skills; previous cycles of inquiry have focused on different aspects of writing. Each has yielded measurable gains in its focus area, gains we attribute to this methodical approach to developing teacher practice.

The school's instructional learning team, otherwise known as the personalized learning team, is also engaged in a multi-year cycle of inquiry centered on deepening personalized learning practices in order to more effectively differentiate instruction. Their personalized learning work has been showcased in professional development led by our partner organization, The Institute for Personalized Learning. This team regularly analyzes school-wide data, co-designs the scope and sequence of the school's year-long professional development plan and facilitates peer-led professional development sessions during the district's Staff Improvement Days. Members of the team also regularly participate in school visits and instructional rounds activities designed to share best practices between schools across the district and surrounding area.

Similarly, the principal prioritizes her own professional development and continual improvement efforts, having recently completed her doctoral capstone as a member of the Urban Education Leadership Program at University of Illinois-Chicago. She is an active participant in multiple professional learning communities (PLCs) that align with the school's strategic plan and growth goals. These include PLCs focused on developing cultural competency, deepening understanding of personalized learning best practices and supporting school leaders in growing balanced literacy programs

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

1 2 **3** 4

The school day is responsive to student needs. The administration created a master schedule that takes student needs at various grade levels into account. Guidelines regarding state and IEP required instructional minutes are followed in each classroom. Time is created within the schedule to allow for co-teaching opportunities. The schedule is flexible enough to support changes made in the best interest of the entire student population (for example: changing the lunch times from a single lunch to a staggered lunch.) The schedule also allows for common planning time for grade-band teams multiple times per week, structured mentorship for untenured teachers, a check-out period for middle school students, middle school advisory and electives.

Products purchased are the result of deliberation and research, and respond directly to SEF needs and CIWP goals. The principal and teachers regularly seek out grant opportunities and source donations (ex. Donor's Choose.) Parents are also willing to help find and prepare grants. Purchasing is well-handled and administration is diligent regarding the quality of the materials purchased/installed. (ex. iPads, Chromebooks, computers, instructional materials) Outcome and usage of materials is monitored and student outcome can be easily observed and demonstrated through data.

Edison's hiring protocol includes a representative sample of parents, LSC/PTO members, classroom and specials teachers as well as administration. The multi-step hiring process and election criteria were made clear to participants. Lesson demonstrations are held whenever possible. Teacher performance at prior schools was checked.

Teachers are strategically assigned to positions based on their strengths and in the best interest of the students. All students benefit from access to high-quality teachers. Teacher evaluations strongly inform retention strategies. Much work has been done to create a positive climate and working conditions for teachers/staff as evidenced by strong staff support and specifics such as the administration's "open door" policy. Opportunities for growth and teacher leadership roles are always available. Increasing efforts have been made to build partnerships with multiple community organizations (ex. MIKVA, Codeverse, Louder Than a Bomb, The Nora Project).

### Guide for Aligned Resources

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

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

## Evidence, Measures, and Standards

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

## Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

### Score

1 2 **3** 4

Common Core State Standards (CCSS) and district frameworks are the basis for Edison Regional Gifted Center's high-quality teacher-created units. Given our designation as a regional gifted center, all students work at least one to two years above grade level in all core content classes. This advanced work is supported by units that are differentiated and scaffolded to support students who need additional intervention or enrichment. At Edison, it is important that all students can access appropriately challenging material in authentic ways.

Edison implements a well-rounded English language arts (ELA) curriculum that builds students' reading, writing, listening and speaking skills. In the primary grades, teachers employ a modified version of Daily 5 with increased emphasis on learners' independence and degree of choice within the program's five components: read to self, work on writing, read to someone, listen to reading, word work. The Daily 5 is supplemented with regular Guided Reading and author studies, as well as whole and small group reading activities that help students connect with texts in authentic ways and further develop the habits of strong readers. The primary writing curriculum includes Lucy Calkins' Units of Study, which builds students' argumentative, informative and narrative writing ability. Students in third through eighth grade explore all major literary forms (novel, drama, short story, poetry and non-fiction) through literature circles and novel study. These units and learning experiences rely on authentic texts, primary sources and canonical works to challenge students' preconceived notions and broaden their world views. In terms of writing, we emphasize use of the formal writing process which includes planning, organizing, writing, editing and revising. In addition to creative writing pieces, students are expected to craft several argumentative literary analyses in their time at Edison.

In grades kindergarten through six, CCSS-aligned enVisionmath2.0 is Edison's core math curriculum. These curricular materials serve as guides and resources for teachers, rather than basal textbooks. Teachers often supplement enVision2.0 lessons, which consist of project-based and visual learning strategies, with additional math activities and resources that further extend student thinking and connect mathematical concepts to the real world. Primary grade teachers make extensive use of math games, math

talks, exploratory math centers and guided math sessions to build students' foundational math skills. Our middle school math teacher uses the high school level CME Project math curriculum to teach Advanced Algebra to our 7th grade students and Geometry to our 8th graders. This middle school math curriculum sets Edison apart from other high-performing CPS schools which offer Advanced Algebra to 8th graders but do not offer formal Geometry classes. Since many of our students are ready to explore even more advanced mathematical concepts, Edison also offers our highest-achieving students the opportunity to participate in independent study using the Khan Academy and The Art of Problem Solving curricula.

Edison's science curriculum is aligned to Next Generation Science Standards (NGSS) and uses FOSS (Full Option Science System), SEPUP (Science Education for Public Understanding Program), and teacher-created materials to engage students in hands-on learning experiences. Students begin learning about the scientific method in kindergarten as they practice composting, observe the lifecycle of butterflies and incubate quail eggs. These opportunities for experimentation and exploration continue through middle school, during which students complete intricate science fair projects. Typical middle school science fair projects might include an in-depth analysis of the effectiveness of various types of sunblock or developing and testing a prototype of a safety feature which would assist wheelchair-dependent persons in crossing the street.

Our Social Studies curriculum is aligned to district frameworks and includes teacher-created thematic units. Primary grades teachers emphasize the foundational concepts of culture and community while intermediate and middle school teachers further examine those concepts through political and historical lenses. For example, a recent 7th grade social studies lesson included a Socratic seminar discussing which countries should be indicted for crimes against humanity for the treatment of Native Americans during the colonial era. Edison's social studies curriculum is not limited to history, however. Edison students participate in multiple programs designed to promote civic-mindedness, such as Project Soapbox, a public speaking competition which challenges students to speak out on issues affecting them and their communities and Issues to Action, which helps students identify issues in their communities and learn about local government and political processes through research, analysis and the creation of action plans to advocate for policy change. Through this social studies curriculum, Edison students learn more than facts about history – they learn that through effective communication, organization and action, they can shape history itself.

In addition to rigorous core content offerings, all Edison students receive foreign language, fine arts, STEAM (science, technology, engineering, art, mathematics) and physical education instruction. Each of these courses assists us in realizing our goal of educating the whole child and honoring students' individuality through learner-driven experiences.

All Edison students receive 120 minutes of French language instruction each week. Starting in kindergarten, students begin to increase their global awareness and gain a foundational understanding of the French culture. Explicit language instruction begins with the French pronunciation of the alphabet and evolves into fluent engagement in small group discussions with their peers by the time students reach middle school. Through hands-on learning experiences, students explore the history, cuisine, and geography of France. This coursework prepares Edison middle schoolers to participate in a French student exchange program with our sister school in Toulouse, France. Through this partnership, Edison families can host a French student in their home with Edison students later visiting France and staying with the student they previously hosted. These homestays establish long-lasting international friendships and the immersive nature of this program challenges our students to both become more aware of their own circumstances and to develop a sense of global citizenship.

In fine arts class, students explore the world through a diverse collection of artforms including music, drama, engineering, film, graphic design, and various types of visual art. Students in grades kindergarten through five receive 120 minutes of fine arts instruction, while middle school students receive 180 minutes. As kindergartners, Edison students begin to learn the fundamentals of art history and create original pieces using a variety of artistic techniques. By the time they leave Edison, students will have written and staged an original play, researched and built medieval castles with appropriate scale, participated in African drumming, designed intricate puppets and created full models of cities using recyclable materials. This robust, cross-curricular fine arts programming plays a critical role in developing students' creativity and well-roundedness.

In addition to providing outlets for creative expression through fine arts, Edison offers 60 minutes of explicit STEAM (science, technology, engineering, art, mathematics) instruction for all students in grades kindergarten through eight. The STEAM curriculum challenges students to develop skills that lead to true innovation: critical-thinking and problem-solving ability, collaboration, agility and adaptability, initiative and entrepreneurialism, curiosity and imagination. In STEAM class, students are encouraged to tinker, break and rebuild and to use coding techniques to create games and websites. As a culminating activity, our students design and present projects for the annual Edison Maker Faire. Typical Maker Faire projects may include building desktop computers from recycled parts, creating original dramatic and musical compositions, and designing prototypes of robots meant to address a variety of everyday issues.

Our physical education curriculum also embodies Edison's whole child approach to education. All students receive 120 minutes of P.E. in addition to 185 minutes of recess each week. In P.E., students are invited to challenge themselves physically through a variety of activities including weightlifting and cardio workouts, stationary exercises, traditional team sports and team-building games. In addition to skill development, each P.E. unit emphasizes the themes of sportsmanship, effective communication and collaboration. Physical education is also integrated into core content classes through the incorporation of regular movement breaks using the GoNoodle program and yoga techniques. P.E. is also supplemented by Edison's elective program offerings. These weekly, hour-long elective offerings also demonstrate Edison's commitment to well-roundedness. Each quarter, students in grades 5-8 elect to participate in high-interest areas of study in addition to the standard curriculum. Teachers design elective offerings based on knowledge of students' interests and passions; students also share suggestions and have often created and led their own electives courses. Classes offered span many disciplines including: debate, film and animation, service learning, yoga and mindfulness, public art, dance, various sports and Science Olympiad.

Other programs and offerings at Edison include yearbook, Girl Scouts, chess team, Battle of the Books team, math team, African drumming, rock band, Louder Than a Bomb (competitive poetry performance) and book clubs. These offerings are dependent on student interest and therefore, vary each year.



## Guide for Curriculum

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

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

1 2 **3** 4

The current instructional materials for Literacy are very much based on learning objectives and learners needs. Authentic Literature has replaced a Basal reader in all grades. Teachers chose literature that exhibits appropriate text complexity while remaining accessible to their student's age and academic levels which best fit their learning objectives.

The instructional materials for Math are aligned to the standards (enVision2.0 curriculum). These materials include an essential and useful online component used often by both teachers and students. Complementary materials utilized by the school include Khan Academy and IXL. One-to-one iPads in the the primary grades and one-to-one Chromebooks in the middle and upper grades, as well as a Computer Lab and Maker Space further incorporate technology with traditional instructional materials.

While some teachers feel confident adapting, modifying, and creating curriculum to meet student needs, others would like more support.

General reference and resource materials are available in the Edison library, while specific reference and resource materials are available in each classroom. Multimedia and embedded supports can be found in programs like Khan academy approach to conveying conceptual knowledge. Site subscriptions and subscriptions to classroom Science and Social Studies magazines (BrainPop, National Geographic, Time for Kids) further enhance the ability of the school to provide interactive reference and resource materials.

Modalities are integrated with all technology. For example, the Kinesthetic modality is addressed when primary students interact actively by moving/exercising with a GoNoodle program using a projector or IWB. Visual and Auditory modalities (strengths and deficits in these areas) are addressed through the use of an iPad or Chromebook with headphones adjusted to the student's preferential volume, and screen adjusted to the student's prime viewing distance/brightness. The heavily interactive quality of the technology utilized at Edison aims to encourage and support the varied modalities found in children who have been identified as Gifted.

Technology at Edison is absolutely integral to the students' learning experiences. Units and lessons include grade-level as well as above grade-level, significantly above grade-level and below grade-level texts and materials to ensure every student can access the content/skills. Tools and supports needed to access, analyze organize, synthesize, are imbedded so that all students can demonstrate their understanding in accordance with the higher level thinking skills inherent in Bloom's taxonomy and Hess' Cognitive Rigor Matrix. In this way, the needs of the students at varying performance levels are met by allowing the students to draw on all of their learning capacities. This is supported by a dedicated STEAM teaching position at Edison.

Choice is inherent in the integration of technology at Edison, whether it be through home connections online, or through classroom work. Students make choices consistently throughout the day and week in order to take ownership of their learning and truly differentiate their academic path. Materials used at Edison strive to address the needs of the whole child: cognitive, linguistic, social, emotional, physical, and aesthetic. Consumables are increasingly non-print supplies that promote active, hands-on learning (i.e. apps that can be potential purchased and saved for use by later classes/students.)

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

The staff believes that all students can learn. Teachers who hold strong beliefs about high expectations for all students and who develop structures that enable practice and perseverance for individuals, do their best to model this for teachers who would like to become stronger in this. Co-teaching and structured mentorship could be seen as evidence for this, as well as weekly teacher team meetings.

Teachers have been making changes to their classrooms to better create environments where students assume responsibility for high-quality work by persevering (for example “building stamina” in reading), initiating improvements (writing Donor’s Choose projects, and accessing other forms of material acquisition), addressing critiques (reacting to suggestions from the administration and reading feedback from formal and informal REACH observations), making revisions (for example: making changes to Unit plans based on student need or integrated subject area suggestions), adding detail (for example: finding specific texts to support a classroom library with regard to a Unit), and helping peers (for example: team meetings.)

Teachers are working to plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning. This has been easier to see as teachers have become more adept at differentiation. Tasks are aligned with the standards-based learning objectives.

Teachers work to be sure students are using extended thinking in large projects and tasks, short-term strategic thinking in everyday tasks and introduce skills and concepts as individual students and/or small groups show readiness. This can be illustrated in the way writing lessons may culminate in a product (for example: creating “How-to Books” demonstrate extended thinking, the creation of a single page on a particular day would be led first by a lesson promoting strategic thinking, and writing within that page would be supported by particular skills and strategies that support an individual student... which can be done through conferencing.) Tasks and units themselves are integrative to draw on multiple standards at one time and assist students in making connections.

Students are engaged in important mathematical ideas within the school through MARS tasks, POMs, and Math Talks. This, and small group meetings, individual math conferencing, and math partner work allow students to engage in productive struggle rather than simply receiving knowledge.

Student tasks are reflecting the key shifts in literacy as often as possible. Where they are not, changes are made and teachers are supported through feedback, suggestions and guidance.

Complexity: Tasks reward close reading of complex text. Authentic texts are carefully chosen by teachers to encourage deeper thinking. For example: Magazines (print materials) allow to students to read and re-read their own copy of informational text, students are able to mark them when close reading. Through integration of literacy in all subject areas, teachers are better able to keep the focus on academic vocabulary rather than obscure vocabulary. Another example how vocabulary in first grade is connected to suffixes/affixes and etymology as students use Words Their Way to improve their Spelling.

Evidence: Students cite evidence from text and writing is not taught using decontextualized prompts. For example: students write about their own experiences (accessing schema) through activities like journaling and write responses to authentic literature.

Knowledge (non-fiction): Teachers are working toward embedding tasks with reading and writing across discipline. They are using a variety of literary and informational complex texts and tasks. This is observable through classroom observations and/or in unit

plans. When students participate in multi-grade projects/presentations like Science Fair, History Fair, and in smaller classroom projects, like the Kindergarten Women's History Project, they demonstrate comprehension through speaking and listening.

Tasks also reflect key shifts in mathematics as much as possible. Focus: Focus is guided by the instructional materials as well as individual student readiness. Care is taken to ensure there are no gaps as students move forward. (For example: students who show readiness in the primary grades are exposed to concepts in operational fluency and number sense as well as challenged by concepts like multiplication)

Coherence: Multi-grade progressions stress key beginnings and key end points as referenced in the standards. These are used in a variety of ways including: analyzing/planning general sequencing of major curricular units, adapting/developing units based on "backward design," and identifying specific "trouble areas" along the learning continua for struggling students. Using progressions to design engaging performance tasks is a next step for teachers as they learn to plan units. Teachers state that, "We use the CCSS as a springboard and then deepen the content based on student needs. We are starting to find creative ways to meet the needs of students that are performing far above grade level as well as students who are struggling, we should continue this work. We also provide rigorous extra-curricular activities"

Rigor: Problems require construction of mathematical reasoning as students explain their thinking during partner work and critiques of other possible solutions during Math discussions "Math Talks." Students are constantly challenged as they move through their individual paths in the middle grades using enVision2.0 Math. In the upper grades, MARS tasks and POMs are chosen to provide varying levels of rigor.

Students have opportunities to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critic and revision with that particular audience in mind. For example: in Kindergarten and First grade, students write letters during their Flat Stanley project and mail them to audiences around the country and the world. Kindergarten students write stories and "publish" them online using Storybird. These stories can be read by others. Presentations created for history fair and science fair are shared with judges comprised of parents and community members.

When assessing and planning next steps, teachers examine student work to identify and showcase the qualities of strategic thinking (through classroom displays and by celebrating student work in class) that are both rich in content and relevant for students as they move deeper into a unit. The work that is celebrated can serve as a model that can be analyzed, building a vision of quality.

Protocols, like weekly team meetings, collectively reflect regularly on the level of cognitive demand asked of students across the school. Teachers work together to support priority group students to be sure all students think strategically as speakers, listeners, readers and writers. Beyond this, students at Edison are increasingly asked to think strategically as scientists, artists, and engineers with the implementation of personalized learning and STEAM instructional methods.

## Guide for Rigorous Student Tasks

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

## Evidence, Measures, and Standards

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

**Transitions, College & Career Access & Persistence:**

Score

1 2 3 4

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

Transitions are supported by structures and processes to ensure success. Traditionally, incoming Kindergarteners and their families have the option of participating in an orientation week with the Kindergarten teacher to acquaint them with their new school and classroom. A parent accompanies their child on the very first day and stays for the whole day to ease the transition. The orientation days are only a half-day and include a snacks and activities to be sure the children's first experience is enjoyable and free from stress. This year, we included 1st grade parents in the orientation to help build parent and student relationships.

During this orientation, the families have an opportunity to interact and get to know each other while the students meet their new friends and classmates. The families are able to observe their child's interaction with the teacher and notice how quickly their child adjusts. The Kindergarten teacher writes letters and emails throughout the summer and speaks directly with each family at the beginning of the summer program.

Kindergarten and first grade students participate in a buddy program with the Eighth and Seventh graders respectively. This program eases the transition into Edison and also from Edison for the primary and the upper grade students by providing a familiar sense of family (older siblings and younger siblings caring for each other.) The buddy participate in annual Field Trips, performances, academic and celebratory activities throughout the year.

Mid-year transitions are not especially common at Edison, and Edison does not have a large population of English language learners to be monitored and assisted as they transition from services.

\*Programs and interventions that help students as they move from the upper grades to Freshman year are:

\*Sustained summer learning experiences to minimize learning loss and support key transition periods are: Student data and best practices research were used to develop focused programs. Access is expanded beyond students who are struggling academically to students who exceptionally academically advanced. We have also implemented an initiative we call Year 10, in which recent alumni are invited back to meet with current alumni and, when possible, are visited at their new school by administration.

AWARENESS- Students are exposed early to academic/professional worlds beyond K-12. Experts and parents in a variety of fields are invited to come and speak to the students in multiple classrooms. Many tenants in place at Edison allow students to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Our school counselor has a program that uses interest inventories to help students determine aptitudes and interests. Teachers would add, "We expect students to attend college. We fully support and encourage students to attend college and prepare them for challenging and fulfilling careers."

These include but are not limited to daily choices about hands-on activities in kindergarten and first grade. Students are increasingly being given choices about using their strengths to complete projects through the implementation of a personalized learning instructional framework. Teachers are working to be sure they are addressing all modalities equally. The electives program in the middle grades offers interest-based choice and is highly effective.

Long-term planning and goal-setting are improved as student use them often in project and presentations throughout their time at Edison. The conversation about college begins as the students walk through the doors and see the college pennants displayed. The conversation about college is started in Kindergarten with the children's story, Mahlia Mouse Goes to College, and continues through 8th grade. Teachers are available to help parents find academic opportunities and supports for their child depending on the specific need. Teachers share their post-secondary experiences with students in all grades.

READINESS-Edison is careful to provide equitable access to college preparatory curriculum as highly gifted students may display

readiness at different times. The curriculum is differentiated and individualized to ensure all students have been reached. Students in 8th grade may work beyond 8th grade Algebra and readiness is based on data as well as assessment performance.

\*Is access provided to early college and career coursework and credential opportunities while at Edison? (ex: AP credit, Dual credit, industry credentials-CTE, Seal of Biliteracy) This are high school programs.

\*Are students taught to analyze their transcripts and test scores as well as connect course selection, attendance, and grades to their continued success and access to post-secondary options and adjust their actions and behavior to make progress toward graduation and their top post-secondary choice? The Selective Enrollment process for the Academic Centers and high schools prepares students for the college process. Students are required to work toward certain grades in middle school, and are well aware of the assessment thresholds necessary for admission into the Selective Enrollment programs, as well as other selective high school programs.

\*Are opportunities created for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting? Edison Teachers incorporate college and career discussions into their lessons. Students often come into kindergarten with a particular passion and are focused on the education and experiences necessary to achieve that dream during their nine years at Edison. Science, social studies, french, and literature are subjects ripe for career and higher education discussions and opportunities.

\*Teachers and support staff find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits and organization, communication and collaboration, and self-regulation. This is done through the Second Step and Responsive Classroom programs and programs like the following: Students in grades 4-8 have the opportunity to write grants to complete independent studies, then adapt those plans based on their individual needs/timelines. They choose ambitious projects that give them the chance to make mistakes and persist in problem-solving.

\*Does Edison use Naviance, to develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete post-secondary plan? Our counselor has gone to Naviance training and is incorporating it into the higher education and career program at Edison.

\*SUCCESS- This seems to apply more to high schools sending students to college. Should Edison insert information about sending 8th graders to high school and how they are assisted through the selection, application and entry process? The rigorous process of application and testing to get into the Selective Enrollment High Schools and Academic Centers prepares Edison students for that step in college and beyond. Students are required to work toward certain grades in middle school, and are well aware of the assessment thresholds necessary for admission into the Selective Enrollment programs, as well as other selective high school programs.

## Guide for Transitions, College & Career Access & Persistence

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

**process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a> , <a href="#">Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for	<a href="#">C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</a>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ <a href="#">Everything College</a></li> <li>✓ <a href="#">CPS Advisory Framework</a></li> <li>✓ <a href="#">Preventing college plans from melting away</a></li> <li>✓ <a href="#">To &amp; Through Project</a></li> <li>✓ <a href="#">Redefining College &amp; Career Readiness</a></li> <li>✓ <a href="#">College Scorecard</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS College Persistence Toolkit</a></li> <li>✓ <a href="#">Meaningful Linkages Between Summer Programs, Schools, and Community</a></li> <li>✓ <a href="#">From HS to the Future (CCSR, 2004)</a></li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

**Instruction:**

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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.

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Edison plans a range of effective pedagogical approaches that allow our students to learn the content and skills they are ready for. Teachers do their best to anticipate student misconceptions as students move through the curriculum. Pedagogical approaches and instructional strategies include but are not limited to Piaget's development stages, the upper end of Bloom's taxonomy, depth of knowledge, differentiated/personalized learning, problem/project/inquiry-based learning, curriculum compacting, and acceleration.

Teachers work to effectively communicate with students. They guide students to articulate the relevance of the objective(s) to learning. This can be seen in the development of big ideas and essential questions. Students are encouraged to make connections between enduring understandings and the objectives of individual lessons. Teachers enable students to develop a conceptual understanding of the content while making multiple connections to their interests, schema, and prior knowledge. For example: students are encouraged to make text connections in literacy (text to self, text to text, text to world) in math and to the world through global awareness.

Conversation, partner and group work is encouraged. Teachers foster a classroom community of learners by providing opportunities for the students to extend the content by explaining concepts to their classmates. This can be seen in "turn and talk" moments in the primary grades or in active math talks across grades. Literature circles and Socratic seminar in the upper grades provide this opportunity to older students. Upon completion of a project, students had the opportunity to share and present their learning to their peers.

Language instruction and understanding is interwoven with learning in all subject areas. In this way, language is not separate but incorporated into the students' activities/lessons. Vocabulary is appropriate for both student's ages, developmental stages, and readiness. The students themselves are essential to the process of selecting academic vocabulary, because it is their interests that guide the path of a particular unit of study.

Teachers are using questioning and discussion as techniques to deepen student understanding and challenge students. Teachers are growing in this area and working on ways to strengthen peer to peer discussions among students. In the primary grades, teachers model questioning for students during interactive read-aloud and guided reading. Students then practice asking questions of each other as they "check for understanding" during read-to-someone activities.

Teachers do their best to ask a variety of low- and high-level questions that are open-ended. Teachers keep in mind questions that are best for students identified as gifted by asking questions that require students to infer, synthesize, evaluate and apply. Open-ended questions are modeled as the teacher creates an essential question for a particular unit. Keeping in mind that students at Edison may be academically ready for a question, but not developmentally ready for a question that may not be age-appropriate, teachers at Edison must carefully edit and craft their questions.

Teachers challenge students cognitively, do their best to advance high-level thinking and discourse, and promote metacognition. Teachers are careful to be sure their students are thinking about their own thinking, analyzing and potentially revising their initial responses. Techniques like literature circles, philosophical discussions, Socratic seminars enable students to engage each other in authentic discussions about content. Teachers carefully craft activities that result in the students grappling with concepts rather than the teacher disseminating information.

\*Students are encouraged to formulate their own questions from kindergarten to eighth grade. For example, students in primary grades practice by sharing something special or showing each other how to do something. Then they follow up by asking questions to clarify or add detail. As students move into the upper grades, they practice respectfully challenging each other using viable arguments based on evidence in a debate format.

Students and teachers ensure all voices are heard and students develop a sense of community and responsibility by being sure they've listened to everyone. For example, primary teachers use random name systems to be sure questioning is equitable. Students in all grades practice citing textual evidence to support/develop a claim.

Teachers work to engage students in learning by developing flexible units that can develop and grow based on their students' interests. Teachers work to scaffold learning so that students with varied modalities/strengths and needs have equal opportunities to interact with a lesson or unit. Diverse learners and English learners are supported so that they have the same access to complex texts and engage in complex tasks. Teachers do this by following IEP and 504 plans as well as working with and consulting support staff regularly.

In this way, teachers are able to provide targeted supports to individual students or groups of students based on their identified needs. To this end, classrooms use flexible grouping and a mix of academically homogenous and heterogenous grouping. Teachers work to remain attentive, flexible and kind with all students in order to ensure their comfort with the curriculum/units/lessons and activities.

Teachers continually monitor the effect of teaching on student learning through formative and informal assessments and observations. For example: in fourth grade, students are pre-tested before math lessons are taught and groups are continually adjusted. This also illustrates how instructional practice is changed based on the analysis of data. School wide, Edison teachers use the winter NWEA MAP test to better inform their teaching practice.

Teachers continue to persist in adjusting instruction so that individual student misunderstandings or advanced needs are successfully accommodated. This can be illustrated in the self-paced math and differentiated groupings for math in the intermediate grades. Teachers take care to intervene in a timely and effective way to help students who are struggling. This can be seen in the primary grades where as students work within small groups on a task, the teacher is able to individually work with students who need extra guidance on a particular task or problem.

Teachers at Edison are working to make effective impromptu adjustments that truly individualize instruction when the need for intervention or enrichment is apparent. Progress monitoring data is used when needed to trace the effectiveness of an intervention and the student response to intervention. This can also be graphed to assist in easily identifying which interventions are effective.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.



- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards

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

### 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.

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We use multiple measures to supplement district-centralized assessments with other formative assessments with the end goal of providing a more comprehensive picture of student learning. For example, in the kindergarten, we create a portfolio of student-chosen samples and teacher-chosen assessments to provide an easily accessed display of growth throughout the year. This portfolio contains BOY, MOY and EOY samples/data as well as samples from each quarter.

Assessments are consistent and thoughtful and concise in order to provide the most useful data while requiring the least amount of student instructional time. Assessments at the kindergarten level include age-appropriate formative observational assessments (documented through photos) as well as project-based rubric assessments. All of this information is shared with the students' families at multiple points throughout the year. The portfolio is available at any time for informal conferences as well as the CPS mandated yearly conferences.

Edison uses the NWEA MAP test to screen and diagnose as well as multiple teacher assessments. Progress monitoring assessments vary from classroom to classroom and from grade band to grade band. In the primary department, Fountas and Pinnell is used to progress monitor students with regard to reading fluency and comprehension. This results in the correct identification of specific gaps and allows us to monitor improvement, especially for students receiving tier 2 and 3 services, in addition to tier 1 core instruction.

Since gifted students are inherently varied in strengths and needs, and contain a wide range of learning characteristics, Universal design is a natural part of assessments. Teachers and staff provide accommodations and modifications as needed. Accommodations may be made in presentation, response, or setting/timing. This can be observed in the way the NWEA MAP test is structured for individual students within the school. It can also be observed within classrooms. For example, a student may work on an assessment as a part of the whole class, in a small group, or individually (within the classroom or in a different setting) as their strengths and needs dictate.

Common protocols and calibration on scoring and grading occurs in teacher teams to analyze the quality and alignment of assessments and tasks, to be sure they meet the standards and embed various levels of complexity, depth of knowledge and the Six Facets of Understanding are informing this work as well as the higher order thinking skills found in Hess's cognitive rigor matrix. This can be seen in grade-band teams' cycles of inquiry.

The grading system at Edison is available to families through IMPACT and teachers are readily available to explain scores and levels. Portfolios and student work are available to support staff in order to make important decisions. Student progress and proficiency are measured, reported and documented in this way. Teachers are working to be sure these align with learning objectives that are collaboratively developed during the unit planning process.

Student academic progress is recorded separately from work habits, character traits, and behaviors so that learning needs remain distinct from behavioral or work habit needs. Teachers work to ensure consistency and fairness by measuring all students against the same learning standards/objectives. Grades are not used as a form of punishment, control, or compliance.

## Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradabooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	✓ Ambitious Instruction
Five Essentials	Curriculum & Instruction
MTSS Framework	<a href="#">1.c. Selecting Learning Objectives</a> <a href="#">1.e. Designing Student Assessment</a> <a href="#">2.d. Using Assessment in Instruction</a> <a href="#">4.a. Reflecting on Teaching &amp; Learning</a> <a href="#">4.b. Maintaining Accurate Records</a>
CPS Framework for Teaching	<a href="#">81. Implements Curricular Scope and Sequence and Reviews Instructional Practices</a>
CPS Performance Standards for School Leaders	<a href="#">81. Implements Curricular Scope and Sequence and Reviews Instructional Practices</a>
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### 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.

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\*At Edison, most teachers provide universal instruction in the core curriculum - academic and 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 monitors On Track data to provide interventions/supports for students at risk for failure and/or truancy.

TIER 1-In the classrooms, teachers are using unit planning, differentiation and flexible grouping to help them adjust their instruction so that individual student misunderstandings or advanced needs are successfully accommodated. Teachers are working to intervene in a timely and effective way to help students who are struggling. This can be observed within lessons on a daily basis.

\*When formative assessments show a need for intervention or enrichment, teachers are increasingly able to make effective impromptu adjustments that individualize instruction for students. Progress Monitoring data is used to trace the effectiveness of interventions and the student response to intervention when necessary.

Teachers at Edison are asked to customize their learning environments, pace and approach to teaching and their curriculum in order to meet each learner's individual needs because this is best practice for gifted students. Students are empowered to advance their own learning and students' families are empowered as much as possible to assist them. Teachers would add that, "Each student has the opportunity to advance upon demonstrating mastery."

\*Teachers may not have up-to-date individual student profiles that include strengths, needs, motivations and that outlines an individualized path to reach his/her goals. If an IEP or 504 was created, a profile may be included in this plan. Teachers at Edison do take time to get to know their students and families and use this knowledge to inform unit planning as well as guide students, encourage them where they exhibit strength in modalities, supporting them as needed in other modalities. The elective program contains offerings that appeal to the specific interests of the 4th-8th grade students. Many of which focus on SEL supports.

Most classrooms are student-centered and teachers are improving their efforts in this area. Students take responsibility for much of the day-to-day routines in their classroom/school and this transfers to responsibility taking with regard to their own personal learning.

ON TRACK- Edison provides universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. Edison works to identify students as off track due to low attendance and poor course performance and provides intensive supports to address root causes of why students have low grades and poor attendance.

SEL support for all students is best practice in a school where all of the students have been identified as gifted. Teachers at Edison have been increasingly trained in the Responsive Classroom approach, and Morning Meetings that support SEL goals are built into the daily classroom schedules.

Edison is working to communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments. Teachers at Edison understand the importance and value in communicating clearly, warmly and effectively with families.

## Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

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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.

Teachers work diligently to create a school atmosphere that reflects the importance learning. Homeroom teachers begin each day with a morning meeting meant to foster a deeper connection with their students, as well as reinforce normed social behaviors. The goals of the meeting are further supported by collaboration with the school counselor on the utilization of the Second Step, social-emotional, curriculum. Morning Meeting is also meant to provide a safe space for students to share misunderstandings and struggles. Teachers and students hold a shared belief in the importance of learning and hard work. In the early grades, for example, students work on concepts like stamina and perseverance. In the upper grades, math connections are made between persevering to solve a problem in other additional areas of study. Students are encouraged to work in depth on a topic of interest by being provided with projects across multiple grades. Goal setting is incorporated through a modified Daily 5 in the primary grades as students set goals in literacy. Goal setting is incorporated into conferences as kindergarten and first grade students participate in student-led conferences. Teachers also use data measures to establish a culture for learning. Many teachers help students set their own goals by using the NEWA Student Goal Setting worksheets. Since Edison students are high-achieving, teachers must consistently communicate the expectation that all students can continue to achieve at high-levels.

Teachers also use the students' RIT levels to connect them with the Khan Academy math resource and the Khan Academy's online program. This resource has been made available both at home and at school. Primary grade students are able to access this application on their iPads. Although, at Edison, we convey high expectations for academic and personal success, we could work on clearly displaying school-wide expectations (for example: attendance) throughout the building. High expectations at Edison are set on an individual basis more so than a grade-level basis since the students here are diverse and usually working above their age-level/grade-level objectives. Differentiation is key to being sure all students stretch to not only meet, but exceed personal learning goals... teachers at Edison are inconsistently differentiating. Our goal is to have all teachers consistently differentiating, there is room for improvement in this area.

Students are encouraged to take ownership and pride in their projects developed for authentic varied audiences. We are working on ensuring high-quality work by modeling perseverance, improvement initiation, critiquing, making revisions, adding detail and/or helping peers. We have worked to increase opportunities for student collaboration and have established a student voice council. We are still working to address some of the 21st Century Skills we've been working to begin incorporating into our school-wide curriculum. There is room for improvement with regard to this. Students are beginning to self-asses and develop reflection, but more work can be done here. We can improve our ability to ensure students consistently assume responsibility for high-quality work. Our goal is for students to truly own their work and become co-designers of meaningful learning experiences.

Teachers are working to improve how they provide feedback to students. Teachers are exploring ideas for increasing frequency of feedback and ensuring substantive feedback. Work can be done in this area, potentially through an initiative like portfolio creation and/or check-ins. Teachers are working to improve their conferencing and questioning skills. Teachers may benefit from additional professional development and coaching in these areas.

Teachers are interested in the concept of growth mindset and have begun to explore ways to teach this to students. Teacher "talk" is improving and teachers are working to be aware of their praise and adjust it so that it references effort and process.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ S/QEP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
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	
✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a>	
✓ <a href="#">Framework for Teaching Companion (Slide p. 50)</a>	
✓ <a href="#">Social Emotional Learning Supports (cps.edu/sell)</a>	
✓ <a href="#">ASCA Mindsets &amp; Behaviors</a>	

### Relational Trust:

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

### Score

1 2 3 4

The Edison staff is working on improving trust throughout the school. Although the five essentials survey indicates that trust is a growth area for the school, the trust level has increased since last year. The level of trust between teachers remains a focus area with a 39% and the teacher-principal trust level has increased to 58% but still remains a priority. The students reported a 41% trust level with the teachers as well. Trust has increased as the staff continues to embrace the vision of the school and to learn strategies for differentiation and for social/emotional learning.

A need to develop trusting relationships with students so that each student has at least one trusted adult in the school has become apparent. A mentoring program has been put in place in 2017-2018 to address this need. This is rooted in data collected from the Panorama social-emotional learning survey and tools.

Student interactions are improving, are often mutually supportive and respectful, and strong norms for positive behavior are being developed as a result of both the Second Step and Responsive Classroom programs. Although this is the case, there is room for further improvement as the programs continue and teachers become more comfortable with them. Staff at Edison seems to understand diversity and its' impact on student learning, but much more could be done to recognize and integrate the learning opportunities that come from a diverse community. This will be a significant priority in the 2018-2020 CIWP.

Service learning projects exist and are an integral part of some classrooms. Edison has begun to expand this to incorporate whole-school service learning projects/initiatives. There is room for improvement in mutual respect for individual differences at all levels of the school (student to student, adult to student, adult to adult.)

There is also room for improvement in supporting and respecting one another personally and professionally. This includes Teacher to Teacher trust as well as Teacher to Administration trust. Significant growth has been made in Teacher-Administration trust with 100% of teacher respondents indicating they trust the principal at her word on the 5 Essentials survey. Thoughts about how to continue to improve in these areas include developing a partnership wherein the principal steps into classrooms to participate in activities and co-teach, although we realize this is difficult without the presence of an assistant principal. In the same vein, teachers can be working with each other to co-teach lesson and then share their successes with the greater teaching staff, rather than presenting their work in the classroom as individuals. Work can be done with regard to respect for teachers who are experts at their craft. Work can be done to ensure that exchanges are marked by genuinely listening to what each person has to say and taking these views into account with regard to actions. Work in this area could be done in all areas where adults have relationships within the school. Edison staff would like to share a collective willingness to extend beyond the formal requirements of their job definitions. This is beginning to occur with members of the staff.

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

### Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 **3** 4

Girl Scout programs regularly engage in community service, Youth Guidance runs after school enrichment programs in addition to basic childcare, Kindergarten has a quarterly service project, K-3 participates in an end of year service project, school-wide food drive in November, school-wide shoe box gift drive in December, Heart Association fundraiser in February, 8th grade has student council, 4-8 grade participate in electives based on student choice, clothing donations of outgrown and unclaimed items, community gardening days in the spring, 6th grade participates bi-weekly in Partners in Play program with special needs students at Beard Elementary, students have opportunities to enroll music enrichment programs such as choir, band, and strings, middle school students compete in the city-wide Science Olympiad competitions

Youth Guidance ensures that all students have equitable access to a range of extracurricular and enrichment opportunities. There is room to expand these to include more opportunities for leadership building, talent and interest nurturing, and increasing engagement with the school. Student surveys have been completed in order to develop the electives programming at Edison, this could be expanded to inform additional programming. A measurement system to consider the impact and quality of the activities could be created. Students at Edison report that the rigor in their courses/programming is existent and equitable.

Choice is inherent in programming. More could be done to expand student choice to ensure all, not just most classrooms offer choices that embrace inquiry and incorporate respectful student questioning. Work can still be done to ensure students at Edison have more opportunities to choose issues of concern, research topics relevant to their lives and develop their own plans to address them.

Creation of an Edison Student Voice Council has begun to address the following: Students have a voice and take informed action, students are included in key conversations about their learning experience and work with the principal and staff (and families) to identify issues and implement solutions, 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.

Students more easily connect to "decision-makers" since they are involved in Student Voice Council. Students are able to learn about the structures and roles of government and civil society and apply what they learn to their own school community. Students are learning that they have power and learn how to responsibly practice using that power. This is being reinforced in the middle grades by MIKVA's Project Soapbox and Issues to Action curricula.

Service Learning projects could be better incorporated into the school-wide curriculum as well as individual classroom units. Presentation-based learning could be expanded to include all classrooms, rather than some classrooms or most classrooms. Students are learning to evaluate and consider multiple viewpoints but more work can be done in this area by discussing current and controversial topics.

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

### Study politics



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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• IJVNS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

### Safety & Order:

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

Score

1 2 3 4



On the 5 Essentials Survey, 99% of the students and teachers reported feeling safe at school. As a campus, APC ensures that all visitors are greeted by a security guard and screened for metal. Another way Edison ensures student safety is through arrival and dismissal routines which are monitored by administration and security. Additionally, each staff member has a radio so, in the event of an emergency, all teachers can be reached anywhere in the building. Primary teachers also walk students to their classes to ensure their safety within the building. Edison participates in campus-wide safety drills on a monthly basis in coordination with the Fire Department.

Significant work has been done to ensure that families feel more physically, socially, intellectually, and emotionally safe throughout the school. Clear procedures for reporting/responding to safety concerns exist. Transitions are orderly and efficient. Classroom routines and procedures maximize instructional time although what this "looks like" varies from classroom to classroom depending on the independence/readiness of a particular group of students (example: primary v. upper.) Students orchestrate their routines for the most part. Arrival and dismissal are particularly orderly.

Staff members model and reinforces positive behavior. Some work can be done to ensure all adults consistently correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning while remaining respectful.

## Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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

### Score

1 2 **3** 4

When managing disciplinary issues, the administration always conferences with the student(s) to determine the underlying cause of their misbehavior. The administration also meets/collaborates with parents prior to any disciplinary action being taken to determine the most reasonable solution. The administration emphasizes supportive and restorative practices which is supported by a 0% average disciplinary incident each month.

In classrooms, teachers use morning meetings and advisory sessions to address social issues, and they support the students emotionally through these and the Second Step and Responsive Classroom programs. Edison's school counselor, social worker, and psychologist meet with small groups of students to reinforce social bonds and to help prevent disciplinary issues.

## Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Measures	✓ My Voice, My School survey responses
Five Essentials	✓ Five Essentials – Supportive Environment
MTSS Framework	Supportive Environment 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:

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.

Score

1 2 3 4

Communication with Families includes: Principal-written newsletters, teacher-written newsletters, an updated website, school-managed social media accounts, and Google Classroom use by some teachers. Multiple avenues for parent/teacher correspondence include, but are not limited to email, specific communication regarding parent portal. Examples of positive parent partnerships include: an active PTO, almost 100% participation in parent teacher conferences, parent volunteers for various classrooms and the library.

Much work has been done to ensure that Edison establishes a welcoming environment that is warm, inviting and helpful. Families could benefit from even more frequent, high-quality, and well-publicized opportunities for families and the community to participate in authentic and engaging activities in the school community. Edison could benefit from more student performances/exhibitions and the addition of family literacy/math events.

Families are given opportunities to ask questions, raise concerns, and give feedback in all of the school. Most staff respond to families' concerns and requests for information in a timely manner. Most staff are able to provide resources and solutions to address the concerns. Most families work at home with their children and many families are available for volunteer opportunities. Most families are involved with school projects in and out of school.

Work could be done to establish parent workshops, for example, hosting events for parents to share with other families how to manage home and school activities to best benefit their individual student and individual family. An initiative under consideration is a mentoring program connecting veteran families with new/incoming families.

Most staff frequently communicate with families about class and individual activities and individual student's progress/growth. Work can be done to ensure consistency with regard to: regularly informing families about their child's progress (attendance, discipline, academics, social-emotional learning, and health/wellness.) Communication from staff could be more clear, more regular, more positive, and personalized. Proactive communication exists via the Parent Handbook, but more resources could be made available.

## Guide for Parent and Family Partnership

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ 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	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.	64.00	87.00	99.00	95.00	99.00
<b>National School Growth Percentile - Math</b>					
This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.	95.00	95.00	99.00	99.00	99.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.	73.00	78.70	65.00	85.00	90.00
<b>African-American Growth Percentile - Reading</b>					
This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.	(Blank)	(Blank)	0.00	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>					
This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					
This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.	(Blank)	(Blank)	0.00	0.00	0.00
<b>African-American Growth Percentile - Math</b>					
This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>					
This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.	(Blank)	(Blank)	0.00	0.00	0.00
<b>English Learner Growth Percentile - Math</b>					
This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Math</b>					

This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.

(Blank)	(Blank)	0.00	0.00	0.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.

99.00	99.00	99.00	99.00	99.00
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**National School Attainment Percentile - Math (Grades 3-8)**

This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.

99.00	99.00	99.00	99.00	99.00
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**National School Attainment Percentile - Reading (Grade 2)**

This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.

99.00	99.00	99.00	94.50	90.00
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**National School Attainment Percentile - Math (Grade 2)**

This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.

99.00	99.00	99.00	99.00	99.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.

(Blank)	(Blank)	0.00	0.00	0.00
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**Average Daily Attendance Rate**

This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating.

96.30	96.30	96.40	96.40	96.40
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**My Voice, My School 5 Essentials Survey**

This goal is based on historical performance on CPS student outcome metrics and the school's SQRP rating. Goal: Well-Organized

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

0 of 0 complete

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

**Strategy 1**

If we do...

...then we see...

...which leads to...

develop and implement Learner Profiles that are informed by multiple cultural paradigms and allow us to better understand and tailor learning experiences to Edison students

our students and staff develop perspective, agency, authority and identity within themselves and the school community and develop culturally responsive policies and practices

growth in our 5 Essentials survey data, increased growth on standardized assessments and metrics created by Edison's diversity committee.

Tags:  
Learner profile, Diversity & inclusion

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Status
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Establish a student-driven diversity committee	Staff, Principal, Students	Aug 1, 2018 to Sep 30, 2018	On-Track
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**Diversity, Student committee**

Staff will read mentor text (Whistling Vivaldi) to establish a common language and reference point	Staff and Principal	Jun 22, 2018 to Aug 26, 2018	On-Track
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**Mentor texts, Diversity & inclusion**

Train all staff to deliver sexual health education	Staff	Aug 27, 2018 to Aug 31, 2018	On-Track
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**Teacher training**

Develop semester-long Essential Questions to frame learning experiences	Staff	Aug 27, 2018 to Aug 31, 2018	On-Track
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**Planning for instruction**

Review scope and sequence for novel selection to assess responsiveness/diversity	ELA Teachers, Principal	Jun 1, 2018 to Jun 21, 2018	On-Track
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**Novel instruction, Diversity & inclusion**

Design "monthly highlights" programming (ex. Women's History, Disability Awareness, Black History Month, speaker series)	Staff, Principal	Aug 27, 2018 to Jun 30, 2019	On-Track
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**Diversity & inclusion**

Review current programming (ex. book fairs, after-school programs, game night) to assess and highlight different cultures	Staff, Principal	Aug 27, 2018 to Jun 30, 2019	On-Track
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**Diversity & inclusion**

**Strategy 2**

If we do...

...then we see...

...which leads to...

create rigorous tasks and curricular activities that require students to demonstrate the higher-order thinking skills included in Hess' Cognitive Rigor Matrix

students have a greater capacity for complex problem-identification and solution generation, knowledge acquisition and usage, abstract and other critical thinking skills

improved outcomes on stronger teacher-created assessments, growth on standardized assessments and growth on the 5Essentials survey.

Tags:  
Student growth, Critical thinking, Rigorous student tasks

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Status
Introductory PD on Hess's Cognitive Rigor Matrix	Principal and Teacher Leaders	Aug 27, 2018 to Aug 31, 2018	On-Track

**Rigorous tasks**

Task analysis PD using Hess' Cognitive Rigor Matrix and "task predicts performance/ stated vs. enacted task" protocol	Principal, Teacher Leaders & Staff	Aug 27, 2018 to Aug 31, 2018	On-Track
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**Rigorous tasks, Task analysis**

Map scope & sequence (action plan) for multi-year cycles of inquiry on rigorous tasks and summative assessments (cycles include data/student work analysis, implementation and reflection)	Principal & Teachers	Aug 27, 2018 to Aug 31, 2018	On-Track
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**Planning, Reflection, Data analysis, Scope and sequence, Cycles of continuous improvement, Analyze student work**

Create data collection plan for a multi-year cycle of inquiry	Principal & Teachers	Aug 27, 2018 to Aug 31, 2018	On-Track
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**Planning, Data collection**

Develop pre/post assessment used to measure student growth	(Blank)	Sep 3, 2018 to Oct 1, 2018	On-Track
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**Assessment, Growth measures, Diagnostic**

Implement cycles of inquiry	Principal & Teachers	Sep 3, 2018 to Jun 30, 2019	On-Track
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**Cycles of continuous improvement**

**Strategy 3**

<b>If we do...</b>	<b>...then we see...</b>	<b>...which leads to...</b>
provide intentional opportunities for students demonstrate and develop grit and growth mindsets	students demonstrate perseverance and passion for long-term goals and persist when faced with complex tasks	increased scores on students' Panorama self-assessments and improved 5 Essentials results.

Tags:  
Grit, Growth mindsets, Complex tasks, Perseverance, Passion

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Status
Introductory PD on definition and importance of grit	Principal & Counselor	Aug 27, 2018 to Aug 31, 2018	On-Track

**Grit, Growth mindsets, Perserverance, Passion**

Develop lessons about grit and growth mindset	Teacher Leaders	Jul 1, 2018 to Jul 31, 2018	On-Track
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**Lesson plans, Growth mindset, Grit**

Staff facilitate grit and growth mindsets lessons	All staff	Sep 4, 2018 to Sep 7, 2018	On-Track
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**Lesson plans, Growth mindset, Grit**

Grade-band teams will select 1-3 practices that promote grit and growth mindset	Grade-bands	Sep 3, 2018 to Oct 1, 2018	On-Track
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**Best practice, Growth mindset, Grit**

Introductory PD on Instructional Rounds	Principal & Teacher Leaders	Aug 27, 2018 to Aug 31, 2018	On-Track
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**Professional development, Instructional rounds**

Teachers engage in quarterly Instructional Rounds observations	All staff	Oct 1, 2018 to Jun 30, 2019	On-Track
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**Peer observation, Instructional rounds**



Grade-band teams engage in quarterly Instructional Rounds reflection sessions

All staff

Oct 1, 2018 to Jun 30, 2019

On-Track

### Reflection, Instructional rounds, Team collaboration

#### Action Plan

#### Strategy 1

ON-TRACK

Establish a student-driven diversity committee"

Aug 01, 2018 to Sep 30, 2018 - Staff, Principal, Students

#### Status history



ON-TRACK

Apr 27, 2018

#### Evidence

agendas, principal newsletters

ON-TRACK

Staff will read mentor text (Whistling Vivaldi) to establish a common language and reference point"

Jun 22, 2018 to Aug 26, 2018 - Staff and Principal

#### Status history



ON-TRACK

Apr 27, 2018

#### Evidence

agendas, PD work products

ON-TRACK

Train all staff to deliver sexual health education"

Aug 27, 2018 to Aug 31, 2018 - Staff

#### Status history



ON-TRACK

Apr 27, 2018

#### Evidence

agendas

ON-TRACK

Develop semester-long Essential Questions to frame learning experiences"

Aug 27, 2018 to Aug 31, 2018 - Staff

#### Status history



ON-TRACK

Apr 27, 2018

#### Evidence

agendas, teacher planning documents

ON-TRACK

Review scope and sequence for novel selection to assess responsiveness/diversity"

Jun 01, 2018 to Jun 21, 2018 - ELA Teachers, Principal

## Status history



**ON-TRACK** Apr 27, 2018  
**Evidence**  
syllabi, classroom libraries

**ON-TRACK** Design "monthly highlights" programming (ex. Women's History, Disability Awareness, Black History Month, speaker series)"  
Aug 27, 2018 to Jun 30, 2019 - Staff, Principal

## Status history



**ON-TRACK** Apr 27, 2018  
**Evidence**  
programs, newsletters, social media posts, student work samples

**ON-TRACK** Review current programming (ex. book fairs, after-school programs, game night) to assess and highlight different cultures"  
Aug 27, 2018 to Jun 30, 2019 - Staff, Principal

## Status history



**ON-TRACK** Apr 27, 2018  
**Evidence**  
newsletters, social media posts

### Strategy 2

**ON-TRACK** Introductory PD on Hess's Cognitive Rigor Matrix"  
Aug 27, 2018 to Aug 31, 2018 - Principal and Teacher Leaders

## Status history



**ON-TRACK** Apr 27, 2018  
**Evidence**  
agendas and PD materials

**ON-TRACK** Task analysis PD using Hess' Cognitive Rigor Matrix and "task predicts performance/ stated vs. enacted task" protocol"  
Aug 27, 2018 to Aug 31, 2018 - Principal, Teacher Leaders & Staff

## Status history



**ON-TRACK** Apr 27, 2018  
**Evidence**  
sample tasks, teacher reflections, agenda, PD materials

**ON-TRACK**  
Map scope & sequence (action plan) for multi-year cycles of inquiry on rigorous tasks and summative assessments (cycles include data/student work analysis, implementation and reflection)"

## Status history



Apr 27

**ON-TRACK** Apr 27, 2018  
**Evidence**  
scope and sequence documents, agenda, PD materials

**ON-TRACK** Develop pre/post assessment used to measure student growth"  
Sep 03, 2018 to Oct 01, 2018 -

## Status history



Apr 27

**ON-TRACK** Apr 27, 2018  
**Evidence**  
pre/post assessments

**ON-TRACK** Implement cycles of inquiry"  
Sep 03, 2018 to Jun 30, 2019 - Principal & Teachers

## Status history



Apr 27

**ON-TRACK** Apr 27, 2018  
**Evidence**  
agendas, edited tasks

**ON-TRACK** Create data collection plan for a multi-year cycle of inquiry"  
Aug 27, 2018 to Aug 31, 2018 - Principal & Teachers

## Status history



Apr 27

**ON-TRACK** Apr 27, 2018  
**Evidence**  
data collection plan

### Strategy 3

**ON-TRACK** Introductory PD on definition and importance of grit"  
Aug 27, 2018 to Aug 31, 2018 - Principal & Counselor

## Status history



Apr 27

**ON-TRACK** Apr 27, 2018  
**Evidence**  
agendas, PD materials

**ON-TRACK** Develop lessons about grit and growth mindset"

## Status history



**ON-TRACK** Apr 27, 2018  
**Evidence**  
lesson plans, unit plans, student work

**ON-TRACK** Staff facilitate grit and growth mindsets lessons"

Sep 04, 2018 to Sep 07, 2018 - All staff

## Status history



**ON-TRACK** Apr 27, 2018  
**Evidence**  
lesson plans, unit plans, student work

**ON-TRACK** Grade-band teams will select 1-3 practices that promote grit and growth mindset"

Sep 03, 2018 to Oct 01, 2018 - Grade-bands

## Status history



**ON-TRACK** Apr 27, 2018  
**Evidence**  
agendas, lesson plans, unit plans

**ON-TRACK** Introductory PD on Instructional Rounds"

Aug 27, 2018 to Aug 31, 2018 - Principal & Teacher Leaders

## Status history



**ON-TRACK** Apr 27, 2018  
**Evidence**  
agendas, PD materials

**ON-TRACK** Teachers engage in quarterly Instructional Rounds observations"

Oct 01, 2018 to Jun 30, 2019 - All staff

## Status history



**ON-TRACK** Apr 27, 2018  
**Evidence**  
agendas, observation notes

**ON-TRACK** Grade-band teams engage in quarterly Instructional Rounds reflection sessions"

Oct 01, 2018 to Jun 30, 2019 - All staff

## Status history



ON-TRACK

Apr 27, 2018

**Evidence**

agendas, reflective protocol materials

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 I/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.

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

#### 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

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.)

N/A

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.

N/A

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

N/A

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

N/A

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.

N/A

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

N/A

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

N/A

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).

N/A

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.

N/A

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 0 .00

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

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

\$	0	.00
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<p>54205</p>**Travel**  
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

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

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

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

\$	0	.00
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55005      **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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