



William P Gray Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/17/2018	ILT	Organizational Meeting and Begin SEF
01/23/2018	ILT	SEF Work
02/06/2018	ILT/MTSS	SEF Work Continued with teacher feedback
02/20/2018	ILT/MTSS	SEF concludes
02/27/2018	ILT/MTSS	SEF grades
03/08/2018	ILT/MTSS	Goal Writing
03/13/2018	ILT/MTSS and LSC	Goal Writing
04/10/2018	ILT/MTSS	Strategies and Action Steps
04/03/2018	ILT/MTSS	Finalize Strats and Action Steps
04/17/2018	ILT/MTSS	Finalize Fund Compliance
10/02/2018	ILT Meeting	Reviewed goals and updated strategies

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.

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A focus area for improvement has been the development of a healthy and trustworthy relationship between the LSC, parents, staff and school leadership. Open and effective reporting keeps the LSC involved in decision making, aware of obstacles and hurdles, and greater sense of confidence in school leadership. Our 5 Essentials shows improvement in parent relations, confidence in school wide decisions, and perceptions of school staff and their instructional environment for their children.

Teachers reported a drop to neutral in collaborative staff in the 5E. The Gray Cycle of Inquiry was then adjusted to allow for bi-weekly team PLC to work independently on targeted areas of focus. Areas of focus included podding and bucketing, Tier 2 and 3 interventions with data, UbD lesson planning, etc. A major accomplishment was to address weak attainment in grade 2 by creating a collaborative of all K-2 teachers to commit to balancing literacy blocks with Daily 5 and Cafe. This vertical planning allowed for teachers to learn and grow from each other and foster a spirit of continuous improvement.

The PPC meets regularly with admin to address any teacher and/or CTU concerns. The team works collaboratively to problem solve and support the staff. With prior administrations, this relationship was not productive or healthy. With a settled contract, it is the hope to minimize further disruptions.

This past year, our goal has been to develop a strong culture of teacher leadership. The 5 Essentials indicated that teachers desired more collaboration time, scoring that category as neutral. This year and next, the admin team will be utilizing CALL, a survey tool focused on instructional leadership, to help the ILT guide decision making. Our Gray Cycle of Inquiry, in year 1, included a clear schedule for principal directed time revolving around UbD professional development and review of units. In addition, this cycle included a week for data and Tier 2/3 review. This schedule may have been too administratively driven and overwhelming. Therefore, this past year, we modified our Cycle to allow for interim weeks for teams to focus on their chosen areas of instruction such as podding, buckets, Daily 5, Cafe, NGSS integration, etc. Informal feedback from staff has been positive, with teachers feeling more open to work as self-reliant PLC teams.

Learning goals are developed and monitored during grade level meetings with data informed decision making processes. The ILT, BHT, LSC, BAC/PAC, and PPC meetings regularly to assess dashboard data, Verify Logger. Teacher referrals, test data, peripheral data such as attendance, on-track, truancy, etc. The administrative team surveys the teachers and is clear about priorities. At the end of the prior school year, teachers reflected on successes and areas of improvement. Using our OYOYOY report, grade level teams started the year with a thorough analysis of EOY scores, using the Insight Report to target skills that our students were weak in as well as those skills that our high achieving students did not master. This information then drives the team discussion on strategies to address these weaknesses, how to progress monitor, and then an analysis of success/failure. At MOY and EOY, the teams will repeat this process.

Teachers contribute to staff professional development by sharing best practices with all. Teacher leaders have led PD on NGSS, Daily 5/Cafe, De-escalation strategies, Section 7 IEP writing, AAI best practices, Triumph Learning, etc. Network 1 also provides PD opportunities through the summits on reading and math to support our staff and we are a cohort school on Daily 5/Cafe Balanced Literacy. To involve parents in this collective responsibility, the bilingual advisory committee has created a year long schedule of parent education seminars on curriculum, social emotional resources, and student transition awareness. Our website, twitter, mailings, email and robocalls keep our parents informed. 10 week pulse point surveys are conducted on areas of weakness identified in the 5 Essentials to progress monitor school initiatives.

In terms of curriculum, the ILT started the year with the creation of a PD plan School Improvement focused on building teachers' skills in student engagement and increased rigor. Outcomes included inclusion of MPIs and how to address all learning domains, differentiation for our DL and EL populations, SEL, EngageNY math, thematic units with cultural relevance, inclusion of Hess Matrix, and a new upper grade science curriculum which is problem based. In addition, our counselor was freed from case management to focus on MTSS. A case manager was created to monitor IEPs and DL progress. A curriculum coach meets bi-weekly with teams to monitor unit planning on UBD, differentiation in class and on assessments, WIDA standards and MPI implementation for our EL students, and data analysis in progress monitoring. Administration meets with all teams and is an active participant in planning and implementation.

Stronger horizontal and vertical teams, content and grade-level, is an area of need. We need cross-curricular interaction to achieve unified vision for expected outcomes for each grade-level. NWEA data reflection and goal setting is being conducted in all grade levels, including sharing how MAP data is being used in the classroom, goals for spring, and strategies to meet those goals.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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Collaborative practices and collective responsibility have remained stagnant according to the 5 Essentials. A clearer mission was created for the ILT/MTSS team which was to examine school wide data and monitor Tier 2 and Tier 3 interventions and progress monitor. The ILT meets 2/month and reviews school wide data such as on-track rate, attendance, discipline data, PD plan, NWEA and SQRP data analysis, and CIWP development. It is inclusive of all grades and subjects. The team discusses what is and isn't working while searching for root causes and trends while brainstorming on strategies. For example, this year, we polled the faculty of best grading practices to solicit feedback on practices that the teachers were willing to incorporate. This has led to an average 4% increase in our on-track rate each 5 weeks.

The ILT study indicates that stronger vertical teams are necessary for cross-curricular interaction to achieve unified vision for expected outcomes for each grade-level.

The administrative team solicited information through surveys to collect data on improvement goals to satisfy the needs of all stakeholders.

The Behavioral Health Team recognizes student behavior through use of reward system featuring "hoof" tickets by all faculty, administration, and support staff regardless of grade level or classroom assignment. But most important, using the SDQ, targeted interventions are given to our most at-risk. Our partnership with LSSI has led to an assigned counselor 2x a week to provide Tier 3 support.

Continuing the focus of creating school wide teams as PLC and to foster a culture of team leadership, teams are given the opportunity to make curricular decisions. Regular school-wide data reviews occur during principal-directed sessions every 5 weeks or whenever school-wide data becomes available (NWEA, 5-Essentials, ST Math, TTM, Front Row, and Khan Academy). The upper grade Math Lab collaborates daily for sharing student data to improve and maximize TTO programming, resulting in some of the highest growth of DL students in the network and 86% of students exceeding nationally.

The ILT Effectiveness Rubric is completed at the BOY, and will be compared to EOY.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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This year's focus has been to be more inclusive of our teachers' expertise and allow more time for teacher interaction. Staff that express interest in an area of growth are encouraged to share their knowledge and best practices with staff. A strong example has been in the implementation of Daily 5/Cafe into the K-2 classrooms. Much of the development of new teachers was led by experienced staff willing to share. This practice has been extremely effective and will be at the forefront of future learning.

The ILT created an Action Plan to begin our cycle of inquiry to progress monitor our CIWP. This plan included goal monitoring via strategy assessment, resource allocation, and measures of change. In addition, NWEA and SQRP data was studied for root cause analysis. On the 5E, quality professional development received a neutral score, but teachers indicate a desire to have more opportunities to work productively with each other and from other schools.

Our Curriculum Coach assists all teams with UBD unit planning, differentiation including WIDA and MPI implementation, math PD, data analysis, RAZ and Triumph PD, and the incorporation of CC, NGSS, and C3 standards. The coach allows teachers to meet and discuss strategies, recommend implementation, and evaluate and share best practices acquired through experience. In addition, the coach encouraged professional inquiry during teacher teams with our Facing History partnership, ongoing Network Summits on literacy, balanced literacy PD brought to our classrooms, and outside school visits.

Teach to One (TTO) Math Program utilizes experience, research, and collaboration to implement improved instructional delivery. Regular strategy meetings occur with our curriculum coach from TTO to find ways to streamline the Task and Small Group Collaboration modalities. In addition, the team has modified their teaching schedule to include Bucketing Days in which students are grouped by weak skill areas and teachers use more interactive and personal instruction to focus their differentiation.

Our admin team, case manager, counselor have attended PD on restorative conversations, alternatives to suspension, CBITS, SS Grin, Zoo U, etc. to further enhance our social-emotional toolkit.

Our mentorship program for new teachers includes a senior partner to help support and guide new staff and new to teaching staff.

Guide for Professional Learning

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

- Conduct frequent non-REACH observations to provide coaching and actionable feedback.
 - **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

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Our wealth exists within our teaching staff. We have hired additional staff that is bilingual or ESL endorsed. There is a desperate need to recruit strong special education staff. Minimal resources this year have made the school climate much more dependent on free resources and grants (Teach to One, TTM, ST Math, Thinkcerca, Facing History and Ourselves resources), as well as the sharing of materials and supplies. Grade levels K-5 are using EngageNY materials as we continue to align to TTO math in grades 6-8. PBIS is a science program for grades 6-8 funded by a grant and shared among 2 other local elementary schools. Budget requests are being collected by Budget Team Leaders for use in planning.

All grade level teachers meet weekly to design common assessments, review benchmarks, and provide accommodations and modifications for all students. We administer Quarterly Benchmark Assessments, REACH tasks, TRC/DIBELS, NWEA and formative and summative assessments based on rubrics.

Our curriculum coach has used time strategically to organize novel sets and other teacher resources more centrally. Grade level teams also pool resources to share materials and supplies, extending use.

The purchase of Verify Financial will help organize fees and encourage higher parent involvement in contributing financially.

Our tech coordinator and computer science teacher organize all technological resources to maximize utilization, ensuring all classrooms are provided a minimum amount of technology. Grants have helped fund an additional laptop class set.

Teachers contribute their time and expertise in helping via classroom visits and on interview teams. Flexible special education staffing has allowed for strategic and proactive attention to our DL students.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4a. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Aligning Resources with Priorities: Focusing on What Matters Most
✓	Instructional Supports
✓	Strategic Source Vendor List
✓	CPS Instructional Time Guidelines: Elementary School Overview
✓	CPS Instructional Time Guidelines: High School Overview
✓	CPS Instructional Block Guidance: K-2 Literacy
✓	CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Weekly team meetings, either team directed or admin directed, allow for focus on aligning to common core including: social studies standards, NGSS, thematic units with cultural relevance, and MPIs for differentiation for both EL and DL. The MTSS plan works to provide rigorous material and assessment at all levels, working on aligning along all grades, and the use of formative and summative data to drive instruction both by team and individual teacher. UBD model allows for essential understandings and enduring questions, as well as thoughtfully scaffolding strategies. EngageNY and TTO allow for greater depth and differentiation. Our Group 9 students are targeted for success at a higher level of rigor. Bucketing and podding is allowing teachers to group students into narrower RIT bands to target instruction on at-risk through high achieving students in smaller settings. Computer classes and new upper grade science curriculum allow for more real-life applications, including the Dyson Grant for real-world applications of design theory. We have expanded our music and art curriculum and the partnership with Northlight Theater will continue to enhance the arts program. Our dance program is inclusive of cultural styles such as folk and tap.

An area of focus from the 5 Essentials is to better support new staff or experienced new to Gray. This area for improvement will fit the needs of our Bilingual Dept. Our bilingual compliance report rated Gray as Established. Recommendations include seeking additional professional development opportunities for teachers to learn more about WIDA standards and Can Do Descriptors as well as implement language and content objectives into planning documents. In addition, we will identify exemplary teacher who can run a PLC/focus group in the building for other staff members needing support. In addition, our goal for next year is to use a learning walk for teachers to visit classrooms who are successfully implementing WIDA standards in their teaching practice. Gray will establish a system to routinely monitor students whose parents have exited their child from the program.

Communication between teacher and case manager will ensure that linguistic and cultural needs are identified and explained in section 7 of IEP. During IEP team meetings, teams will determine which program model is appropriate and justify the decision in section 7 as well. We continue to include ACCESS scores to support decision making.

The school grade level PLCs regularly examine the curriculum to check alignment to standards and opportunities for all students to meet those standards.

In terms of rigorous curriculum, EngageNY and Teach to One are both Common Core-aligned math curricula. EngageNY is in place in grades K-5. Previously, we had been using Everyday Math (3rd ed.) which was not Common Core-aligned curriculum. EngageNY allows for greater depth in covering the mathematical concepts of the Common Core Math standards. Teachers have become more comfortable with the new math curriculum and are adjusting the pace to best meet the needs of students. Math Lab teachers will collaborate with 3-5 teachers to better align modules in preparation for TTOs Skills Library that students will encounter in grade 6.

Teacher leaders in grades 3-8 brought back learning from summits during year 2 of the CIWP, which they share during grade level meetings and also from the Ericson Institute PD from the network. Professional development was provided at the beginning of the year, but needs to be continued and improved upon. Teach to One is unique in that it is a Common Core curriculum, but has daily opportunities for differentiation. Students complete a daily assessment, in the form of an exit ticket, and are placed in leveled groups for the following day. Group 9 is our accelerated class which is targeted for success at higher level of rigor. Selected high achieving 8th grade students have been removed from the TTO program and are currently taking Algebra I with flexible grouping based on yearly evaluation.

We have also implemented an upper grade science curriculum which is focused on Project-Based Inquiry Science, and are involved in a Professional Learning Community with two other area schools. Our 8th grade students exceeded proficiency at the district and state level for 2016, and exceeded the district level for 2017. At the beginning of the year the upper grade science teachers received a two-day pd to introduce and train the teachers on the new Next Generation-aligned curriculum. They are learning how to unpack and analyze the Next Generation standards with their Learning Community. This rigorous curriculum allows for more real-life applications than our former science curriculum. The Network 1 Science ISL has been included in supporting upper grade science teachers in continuing to follow NGSS storylines in their instruction and adjusting the PBIS curriculum to fit the needs of all learners. Two of the upper grade science teachers are attending the network's STEM Learning Summit and are bringing back training in Agency, Authority and Identity to other team members. One of the teachers has been selected to present during the Network 1 Learning Summits.

In terms of support for ELs, our units include MPIs and differentiated activities (RIT band activities based on NWEA and TRC/DIBELS). At each grade level, there is appropriate staffing to meet the needs of EL students. Grade levels teachers delve into the learning continuum to see their students MAP RIT Band scores for each subcategory. Then teachers create differentiated activities for students to work on those skills during learning centers. Teachers create assessments for these RIT Band skills and track students' growth to see if students are making progress. Texts are purchased for native speakers. Our science program is made available to students in their native language as needed. They also receive support via google translator and Safari Montage. Engage New York modules are available in Spanish as well. Our TTO lab has EL certified and endorsed teachers, as well as bi- and multilingual teachers. Our coordinator progress monitors all students quarterly and helps teachers improve practice via research based concepts.

We have focused on Integrating SEL units into daily curriculum via Second Step units such as :K- School community building (unit 1), 1- Immigrants Experience, 2- Be "You" Nique, 3- Social Activists Come in All Sizes, etc. Outside partnerships to expand our SEL growth include Sandy Hook Promise and Youth Alternatives.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

As a technology magnet school, we are purchasing more technological devices and experiences to enrich the classroom instruction. Strategically, we are including more research opportunities in our UbD units, more group projects to encourage student collaboration, PD on teacher use of Google Classroom, incorporating more instruction on media literacy. However, as a magnet cluster school, learning based on student initiation and discovery could be much more greatly enhanced.

Standards based materials, in both English and Spanish, are aligned to support units and differentiation. Teams create units with cultural relevance. We have begun to recently purchase materials that are CC aligned. Teachers have access to well-stocked classroom libraries and online resources such as ST Math, ThinkCerca, Brain Pop, Triumph Learning, RAZ, TTM, and Teach to One.

iPads are a key instructional tool to provide equity and access for our ELs and DLs. We also have technological resources such as smartboards, document cameras, computers, etc. In Kdg - 4th grade, students use ability leveled learning apps such as ST Math, Starfall, BrainPop, ABC Mouse, Learning A-Z and assorted foundational skills development apps. In 5 - 8 grade language arts teachers use iPads for ThinkCERCA, a challenging argumentative reading and writing program that provides leveled options for groups of students. However, many iPads are no longer in working order and make it difficult to implement many. We continue to purchase new and upgrade existing tech. In grades 6-8 chromebooks are used as the main instructional tool for delivery of the differentiated TTO math curriculum. 6-8 grade science teachers use iPads and Chromebooks to supplement the Project Based Inquiry Science curriculum. Engage New York math curriculum is printed and organized in binders for teachers at the beginning of the school year. Each grade level team received CCSS aligned math manipulatives for their modules. Novel sets and books selected for units K-8 are aligned to content based units. Facing History and Ourselves units and instructional materials are used in grades 6-8.

We continued our partnership with Jane Fleming and the Erikson Institute for both math and literacy professional development until changes in Network led to new Learning Summits

Grade level teams will have Budget Team Leaders who will communicate between team and administration re: budget allocations for next year.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

2 of our CIWP goals this past cycle focused on student engagement and rigor. Our action steps included extensive professional development on the UbD and Hess matrix. This year, we regularly review student work samples and assessment rigor. Our students' national percentiles increased from the 50th percentile to the 70th in math and literacy rose from the 73 percentile to the 75th. Our EL students ranked in the 95th percentile in literacy and 89th in math. Our DL students were slightly below the 50th. Engaging instruction is at the core of our belief that all metrics will improve if students are fulfilled in their work, active participants in class, and partners with their teachers in the learning process.

Ultimately, our goal is to increase attendance by .5% and on-track rate by 5% each semester. One strategy is to increase student Agency, Authority and Identity based on the TRU rubric. Our ILT conducts learning walks on this targeted instructional area. We compare data at staff flex days to seek areas to help our teachers to grow professionally. In addition, the admin team conducts feedback tours, which consist of informal class visits to provide feedback and insight into instructional practices centered on AAI. In addition, every 5 weeks we review on-track and BAG (Behavior, Attendance and Grade) reports with each teacher by grade level team to find patterns and trends that need to be addressed.

We have joined a network cohort on K-2 Balanced Literacy based on the Daily 5/Cafe menu. This framework is centered on the core belief of student choice and ownership. As stated repeatedly, every 5 weeks, the admin team meets with all grade level teams to review our BAG reports and on-track reports, regularly monitoring tier 2 targeted students and progress monitoring.

Our feedback results will be shared in weekly admin meetings to determine patterns and trends. The ILT will track attendance, behavior via Verify Logger, on-track rate via BAG reports. In addition, each grade level team uses NWEA Insight Report to monitor student achievement by sub-skill, completing the team BOY/MOY/EOY Data Analysis Report. This helps grade levels target skills needing additional support via our new Podding Program that differentiates student groups, both low and high, for supplemental instruction.

Rigor is a clear goal of the school. It is found in the depths of an assignment or level of questioning. A by-product of rigor is that all students are producers of information and not just consumers. Student learning tasks leading to summative assessments are developed using common core state standards and the NWEA learning continuum in language arts and math. Common assessments are created cooperatively for the entire grade level- all students within the grade level are held at the same level of high expectations with accommodations given to diverse learners so they have access to the same level content K -8. However, 13% of teachers scored Basic in 3B, Questioning and Discussion Techniques. Our Framework Specialist provides support as requested by teacher in this domain. Improving rigor will be a goal for next year. However, it is not evident that student work is being examined at team meetings in the depth needed.

ENY curriculum includes regular practice with multi step problems where students can engage in rigorous problem solving. Teachers preview the ENY modules to see what tasks the students will be asked to do. Upper grade math teachers were helping primary grade math teachers in understanding the pace of the curriculum. Now primary teams meet to share and collectively grade student work (REACH TASK) horizontally and vertically to share best practices.

Language arts and social studies units are integrated, challenging students to apply literacy strategies into the content area while using academic vocabulary and social studies skills. Language Arts assessments include performance tasks such as higher order thinking skills, analyzing, analysis, evaluate, critique and create. Lucy Calkins Writing curriculum is used in upper grade LA as well as a specials class focused on encouraging students' reflection, peer review, critiquing, etc.

In social studies, we are still moving toward C3 integration for College, Career, and Civic readiness in social sciences.

The PBIS curriculum includes argument writing throughout the units requiring students to support claims with scientific evidence. Our "Group 9" students are placed in an advanced academic program in grades 5 - 8. This program promotes rigorous education in preparation for high school.

A student yearbook is also in active production. Students create authentic original artwork for Fine Arts Night. The music curriculum has been updated thanks to a grant providing new instruments and allowing rich music instruction; the dance program has been inclusive of folk dances of various cultures, tap, and hip hop. High quality student artwork related to content learning displayed regularly on bulletin boards in hallways.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.

- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 **2** 3 4

Our parent response rate on the 5E improved 11% this year and we hope to increase another 10%. Our average school recommendation went up from 8.1 to 8.3. Our teacher-parent partnership score jumped 14 points from a 41 to 55! Parents who felt that teachers treat them with respect increased 7 pts from a 78 to an 85! Parent Teacher subscores improved on ALL items! We are on an upward trajectory and our goal is to maintain this momentum. Our parent satisfaction has improved, due to a large part in fostering community connections.

We have added an additional part time therapist via LSSI to help support our Tier 3 students struggling with mental health issues. We have developed partnerships with Chicago Children's Behavioral Health Hospital, Alternative Youth, and Big Brothers/Sisters who have provided much needed parent education and mentor support. However, these partnerships are not enough to help our counselor provide targeted SEL support. In addition, the principal, assistant principals, case manager, counselor and librarian rotate providing 2nd Step Instruction to help make the material more meaningful to our students.

We are in the process of creating partnerships with Youth Outreach, Sandy Hook Promise program, and the initiation of a Gray PTO. These partnerships encompass whole group engagement, small group sessions, and targeted 1:1 counseling. Student cohorts will be created in dashboard to assist in progress monitoring their grades, attendance and behavior. Student surveys will also be distributed pre and post therapy.

Our BHT meets bi-weekly and will track student attendance, behavior, and on-track rates for whole school and targeted Tier 2 and 3 students. ILT/MTSS team meets on alternating weeks. Data will be pulled from Dashboard, Verify Logger Dashboard, and the BHT will then follow the problem solving protocols by diving into root causes, create hypotheses, and progress monitor. This data will then be shared with the ILT/MTSS team for analysis of school wide trends and CIWP progress monitoring.

Our pre-k program focused on early intervention while our summer instruction program helps at-risk students receive support. The K children are placement tested for determination of bilingual or regular education programs.

Our IEP team develops transition plans for DL 8th grade students, allowing for a more seamless and focused transition to secondary school and post-secondary life.

Our counselor helps with the high school transition for both students and parents with high school visits, computer lab support during the application process, and workshops on the selective enrollment process, 8th Grade Success Contract, Naviance, and healthy parenting skills. Our focus has been on success at the high school level, but we would like to expand into college success strategies. Upper grade students complete an interest survey to begin their exploration of post-secondary careers. In addition, she offers support programs such as Check In/out, SS Grin, Restorative Conversations, CBITS, etc. 99% of our students completed their GoCPS applications.

MTSS discussions are held with admin and counselor to review initial data collection and problem-solving steps. PLCs collaborate to create intervention strategies across grade levels. Discussions include progress monitoring, intervention plan implementation and student response.

The entire staff was trained in Second Step and CHAMPS to foster healthier classroom climates and cultures. 2 Second Step coordinators share weekly mini-units with homeroom teachers. DOJO is utilized to increase parent connection to student success and school life; Verify Logger works to help streamline communication to all staff for individualized attention for all students.

Our climate team created a PBIS program to help with attendance and discipline through a proactive positive support system in lieu of reactively addressing negative behaviors. Our attendance clerks use a variety of incentives including hoof tickets, homeroom celebrations, honor ribbons, etc. to reward positive attendance records.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.

- Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships awarded ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Ensuring College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

In RLS, teacher evaluations indicate 88% are proficient or higher in Domain 1, 99% in Domain 2, and 90% in Domain 3. Engaging students increased to an average score of 3.3 possibly due in large part to this past CIWP focusing on engagement and rigor. However, using assessment in instruction is the lowest with an average of 2.9 This indicates a need to help teachers to further develop responsive teaching.

Overall, instruction is geared to teach students to be self-directed, motivated learners, but some students struggle with intrinsic motivation. Training on Agency, Authority and Identity this past year may yield increased results next year. CHAMPS is a tool teachers are utilizing to build that skill.

Balanced literacy in grades K-2 led by Network 1 ISL and supported by curriculum coach was delivered on Daily 5 and CAFE. Teachers across grade levels focus on incorporating CAFE comprehension strategies in mini lessons and developing Daily 5 stations. ELA units continue to be updated for vertical planning and scope and sequence in accordance with the Learning Continuum. Grades 3-8 continue with student podding to provide differentiation for students reading skills. Teach to One PD and coaching provides support on student differentiation and ability level grouping.

DL students comprise 12% of our population. Only 37% of students with IEPs met math growth, and only 48% met or exceeded in reading. EL students comprise 28% of our population. Our EL students fared better, with 94% met/exceeded growth in literacy and 88% in math. However, our staff is struggling with Tier 3 supports for EL students as identification steps are not as clear and many of our EL students are being targeted at the 6th and 7th grades. Training and support in this process must be enhanced.

Engage NY Math scope and sequence is being followed so that all skill sets are being covered. NGSS were implemented in grades 6-8 with students focusing project based inquiry Science and STEM Curriculum coach provided PD on WIDA and MPIs and worked with grade level teams weekly to incorporate these concepts to better differentiate instruction for our ELs Winter scores including Reading 3D, NWEA Reading and Math, and Illinois Science Assessment were analyzed at grade level and compared to Spring and Fall. Grade levels used the Insight Report to review and analyze student data. Grade levels identified the lowest student performance standards. K-1 focused on Math and grades 2-8 focused on Reading and Math to unpack identified standards and formulate strategic instruction on key concepts within those standards.

All teacher programs were examined to determine how effectively student needs were being met. New programs were created to add support in upper grade science and math. Additional staff were used as resource in the primary grades. All SECAs and Aides were reviewed and placed more appropriately to meet student needs.

Teachers use a combination of best practice strategies such as gradual release, differentiated activities, Daily 5 and CAFE and cooperative learning groups. Literacy pods are leveled based on NWEA scores to meet students at their reading comprehension development level. All literacy programs will continue best practices of previous year, alignment to CC, use of novels but adding isolated skill instruction. K-2 will focus on foundational skills, read-aloud, story elements, while also trying to bridge to the emergent level.

All teachers progress monitor via NWEA scores and brainstorm with teams on breaking down the RIT learning continuum ladders. MTSS allows for early intervention and document differentiation and scaffolding. Winter MAPS test data was analyzed on taught strands and compared to spring data to target areas of focus by grade level.

PD opportunities with Network 1 partnership as well as PLC with early elementary teachers focusing on best practices for Balanced Literacy. Peer Mentoring has begun in earnest, with 3 teachers volunteering their time and expertise in areas of classroom management, discipline, and station learning. The Knowledge Center is referenced often at team meetings for further help.

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

BOY PD focused on Best Practices in Grading with the overall objective of increasing our student On-Track rate. Teachers reviewed the team assessment weights. In addition, the staff was polled on strategies that could impact our on-track report. The 2 strategies implemented are eliminating too little too late, entering a few assignments at the BOY and more at EOY, timely entering should be evenly distributed. On Track reports are issued to parents at each report card pickup.

Teachers create common assessments at grade level based on Common Core Standards. These formative and summative assessments build on the performance tasks which were created by teachers using the Understanding By Design (UbD). Common rubrics are created for grade level assessments. Data is gathered from these common assessment in order to revise and refine instruction. In RLS, 89% of teachers scored proficient in 1E, Designing Assessment, with 11% scoring basic. There has been increased attention to aligned assessments across the grade level and aligning to standards.

MPIs in unit plans ensure assessments are accessible to all students.

Accommodations and modifications are drafted from special education teachers collaborating with grade level teams for instruction in inclusive, resource, and separate settings. We provide a continuum of services at all grade levels. Differentiation is a key component in the UBD and reviewed at team meetings and in pre-conferences.

In deciding to implement EngageNY and PBIS Science, our math and science program is more rigorously aligned to common core and NGSS. TTO, upper grade math, derives daily instruction by the prior day's exit assessment, to create daily flexible grouping.

Grade level teams review standardized test results, create common assessments (both formative and summative), and monitor assessments for proper differentiation. Teams periodically review student work and collaborate on common rubrics. Grade level teams also review MAP assessments and RIT scores to create flexible grouping in classes. In addition, consistent weighting of grades exists across each grade level.

Students receive grades for all courses, including specials such as computer class, writing, 2nd step, PE, and art/music/dance.

MTSS process allows for progress monitoring via traditional classroom assessments and strategies as well as electronically via Skills Locator, RAZ, Triumph, etc.

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	
	<ul style="list-style-type: none"> ✓ 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
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Exemplar of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	<ul style="list-style-type: none"> 1.c. Selecting Learning Objectives 1.e. Designing Student Assessment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2.g. Using Assessment in Instruction 4.a. Reflecting on Teaching & Learning 4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

Our counselor focuses her attention on SEL Tiers 2 and 3, student emotional health, and student transitions to high school. T1 supports, practiced by all staff, allow for progress monitoring to intervene early and allow for enrichment and to measure success of the interventions. This general education initiative allows regular ed teachers to monitor students to determine which students may need T2 interventions using on-track BAG reports and our Tier 2 Intervention progress monitoring document tool. Strategies also include SS Grin, Checkin/out, Zoo U, and our MTSS intervention system which includes data collection and problem identification. TIER 2 students progress to TIER 3 when necessary. Student data is presented to the MTSS team after all other interventions have been exhausted. Our counselor and staff review targeted students with each teacher, review data, and create a support plan with progress monitoring.

Other school wide incentives created by the Gray Climate team include a reward system for healthy attendance including celebratory attendance bulletin boards and monthly attendance rewards such as out of dress code passes, hoof ticket rewards, a streamlined discipline referral system, and 8th grade success contract. ELs and DLs transitions are progress-monitored. MTSS tracks truant at-risk students with home visits and referrals to SASS and Lutheran Social Services.

Special education funding buckets will be created for RSPs, teachers, and case manager to conduct testing and staffing for the newly identified at-risk students in March, April, May.

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

In RLS, 76% of teachers are proficient in Domain 2 and 22% are Distinguished. In addition, 72% scored proficient and 16% scored distinguished in Domain 3, with 3D earning the lowest average score of 2.9.

Student learning tasks leading to summative assessments are developed using common core state standards and the NWEA learning continuum in language arts and math. Common assessments are created cooperatively for the entire grade level- all students within the grade level are held at the same level of high expectations with accommodations given to diverse learners so they have access to the same level content

The Engage New York curriculum includes regular practice with multi step problems where students can engage in rigorous problem solving.

Teachers preview the ENY modules to see what tasks the students will be asked to do. As the teachers explore this new content, understanding the pace of the curriculum in the lower grades, helps to prepare for upper grades.

Facing History and Ourselves has contributed to a much more culturally relevant curriculum for the upper grades. Language arts and social studies units are integrated; challenging students to apply literacy strategies into the content area while using academic vocabulary and social studies skills. This humanistic curriculum also greatly contributes to our commitment to SEL. We added 5th grade to be included in Facing History PD and used the "Wonder" curriculum.

Language Arts assessments include performance tasks such as higher order thinking skills, analyzing, analysis, evaluate, critique and create.

We are moving toward C3 integration for College, Career, and Civic readiness in social sciences

The PBIS curriculum includes argument writing throughout the units requiring students to support claims with scientific evidence.

Our numerous extracurricular activities allows for our students to further engage with learning in a fun, social environment. Students create authentic original artwork for Fine Arts Night. 6th grade students performed a play for an audience and parents. High quality student work related to content learning displayed regularly on bulletin boards in hallways.

The music program has been expanding with a grant from the Old Town School of Folk Music to introduce percussion rhythms and drumming techniques to our seventh grade and a modern band component is being offered as an after-school program funded partially through a grant from Little Kids Rock.

According to the 5E report, Gray is strong on ambitious instruction in which classes are challenging and engaging. In addition, our growth in reading was better than 75% of schools nationally and 70% in math. However, our attainment is only 65% in reading. In math, our attainment is at 68%

We are still targeting out EL and DL groups with less than healthy scores with a focus on differentiation and MTSS, incorporation of WIDA standards and MPIs, and aligning assessment to CC and NWEA skills.

Our teachers are receiving PD agency, authority and identity to increase student ownership. Our PD is based on the network summits and TRU rubric. Our ILT conducts pre and post learning walks on targeted sections to monitor growth. and student ownership.

In addition, our PBIS program has been created to build more positive classroom cultures, engaging students to become owners in a healthy social and emotional environment. Students were presented with clear school expectations, a school-wide reward system, as well as a system of consequences. Champs and 2nd Step reinforce healthy social environments and emotional growth.

Guide for Culture for Learning

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

- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 **3** 4

The 5E showed average implementation for Teacher-Principal trust. A focus this year has been on improving relationships between principal and staff, building trust and cohesiveness. The school vision and mission should be more clearly articulate to all stakeholders, thereby building trust and confidence. As the principal enters her 3rd year in her contract, the professional growth will focus on laying out a clearer vision and mission. Teachers feel fairly committed to the school, and also gave a neutral score to teacher-teacher trust. Engaging staff in school improvement and leadership capacities such as team budget lead, PPLC, ILT, etc. is a strategy to empower teachers. However, the report also shows that students and parents feel respected by teachers. This is typically a high score for our school as the teachers provide a healthy learning environment. Positive relationships exist between students and adults throughout the day including classrooms, hallways, and playground. Interactions are respectful and meaningful for a vast majority. Teachers foster academic as well as professionally personal relationships with students and their families.

Various teachers and staff serve as mentors to our students. There is a school-wide belief in rewarding positive behavior than chastising negative behavior. After school programs allow for social enrichment and additional positive engagement between staff and students.

After school activities are diverse, ranging from sports to creative to SEL focused, to further build relationships between students and teachers. For example, Girls on the Run allows for SEL in the context of good health, both physical and emotional. IMSA focuses on science and technology skills, and a range of sports teams allows for team building and school spirit. Clear expectations, such as the 8th Grade Success Contract, help to focus students on achievement. Adherence to the Student Code of Conduct has been implemented.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.

- Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Our focus on Agency, Authority, and Identity is helping teachers create more engaging units and supplying them unique strategies and ideas to include more student ownership of their learning including more 1:1 conferencing, student collaboration, and K-2 Daily 5/Cafe. An area of concern will be how to continue the trend of the Daily 5/Cafe framework into grades 3-5.

Despite reduced funding, some active after school programs exist including: newspaper, yearbook, IMSA, choir, homework help, fall-winter-spring sports, Girls on the Run, yoga, Lawyers in the Classroom, etc. However, after reapplying for grant funds, our extracurricular activities expanded in February to include a theater partnership with Chicago Children's Theater, a modern band for 42 students, and an after school Art class dedicated to the student choice of painting closet doors to beautify the campus. Student Council is very active especially with service projects, and spirit week, Students start the day with announcements/pledge in the am. More classroom incentives include best attendance, most improved attendance, healthiest eating challenge, etc. Our attendance did increase from last year by .5 despite a tumultuous political and contractual year. Our student's SEL and mental health support continues to be a school priority. Our mission is to help create a well-rounded, academically prepared individual, equipped with skills to ensure their future success. By increasing our partnerships with support agencies, we hope to equip students to self-manage their emotions, develop a skill set to help them through crises, and identify at-risk indicators for early intervention.

Our goal is to increase student capacity to manage emotional noise and develop a repertoire of skills to help de-escalate and manage stress. Our goal is to reduce discipline infractions by 5% and increase restorative conferences.

Our action steps will include providing students with small groups and classroom instruction on specific topics to help students to become more resilient in difficult emotional situations. With this instruction, students have opportunities for goal setting, positive decision-making, communication and developing leadership skills which will assist them as students and in the future.

The BHT will identify and monitor Tier 2 and Tier 3 students with a pre-screener and an identical post-screening tool (SDQ). The information from the SDQ, Student Difficulties Questionnaire will be entered on the the MTSS logging tool and when necessary a group will be developed on Dashboard to progress monitor the student's Behavior, Grades and Attendance while participating in a targeted group. The ILT/MTSS and BHT teams meet biweekly and data will be monitored from Dashboard, Verify Logger as well as any other specific anecdotal concerns noted by staff members to monitor student trends (improved attendance, grades and discipline referrals).

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

Student misconduct occurred most frequently during the lunch and recess periods. Partially due to budget cuts, coaches are now being utilized from existing staff and not outside contractors. This shift has caused a steep decline in misconduct. MOY data indicates only 50 misconducts compared to 150 at EOY last year. This is a third of the issues.

PBIS, 2nd Step, and Champs has helped to build emotional safety. Effective use of support staff is in place for supervision of students beyond the school day for both before and after school activities with tight schedules of times and assignments.

Two highly effective security officers have been hired who are also trained in Champs and restorative conversations. They are a strong visible presence and vigilant in securing the buildings. The CPS Student Code of Conduct is strictly enforced. Communication by walkie-talkie ensures rapid response. In addition, there is a shift from punitive to restorative practices including student-led mediation, entry circles, conflict resolution, check in/check out, teacher-student mentor, peer mentor, etc.

Safety protocol is reviewed at the start and middle of the school year, including a new emergency clipboard system. All FIMS requirements are met.

At the beginning of the year, mini boot camps were held for all students on school-wide procedures for common areas- bathroom, hallway, lunchroom- to ensure common language and expectations. There is a reward system in place for students who meet school-wide expectations. When a classroom earns 30 Hoof Tickets, they are free to select a prize of their choice including extra recess, extra computer time, game time, dress down day, etc.

The lunchroom is staffed with any available school staff to ensure smooth transitions and safety. There is a floor by floor restroom schedule to ensure student safety.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

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

Score

1 2 **3** 4

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.

This is the 3rd year that the Gray PBIS has been implemented. The PBIS includes school non-negotiables, Gray belief system, a streamlined discipline process, Hoof ticket reward system, boot camp on appropriate behaviors throughout the building, and an attendance reward system. We have included SS Grin, Checkin/out, PD on restorative practices and conversations, and alternatives to suspension. Restorative conversations are a first step in intervention with students given a chance to discuss behavior that needs improvement.

As of this year, we have added to our practices by the implementing Student Logger. This school logging tool has helped us to increase the communication between staff.

Our teachers, counselor, counseling intern, case manager, security and administrators are better able to communicate about positive and negative occurrences in the classroom. A more timely response is now part of our daily routine due to increased communication between school personnel. 57% of teachers have used the tool to log interactions with parents and students.

For the past three years, our counselor has been relieved of case management duties. She is now better able to connect with students and manage more immediate SEL needs within our school population. She is also able to meet with small groups (SS Grin) All staff received training in 2nd Step and Champs. When used consistently, behavior and climate is changed drastically. It reinforces positive behaviors and attitudes which enables students and teachers to focus on learning. At regular PD, our Champs experts present best practices and provide voluntary coaching for teachers in need of support. Second Step presents to parents throughout the school year and at parent-teacher conferences. Our staff has received training Zoo U, SS Grin, Check in/out, CBITS, and restorative practices and alternatives to suspension.

An organizational chart for AP assignments for discipline was issued to staff to clearly delineate responsibilities. We have expanded use of detention and ISS, resulting in fewer suspensions.

Adult mentoring after school- providing small group SEL support to struggling students on an as needed basis

Youth mental health training for security staff, additional training for restorative practices

Recess coaching provides staff opportunities to increase restoration circumstances.

Intern Social Worker who assists Social Worker with case load

Partnership/Grant with Lutheran Social Services which provides the school with a counselor two days a week.

Decrease in escalation of behavior issues. 150 referrals were escalated to SCC last year. This year - ½ way through- at 60. Less than half

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 3 4

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

Parent engagement has shown some improvement according to the 5 E. Response rates increased by 11%, average school recommendation increased from 8.1 to 8.3; teacher-parent partnership score jumped 14 points from 41 to 55. In addition, parents who felt that teachers treat them with respect increased 7 points from 78 to 85. All parent teacher subscores improved on all items. Therefore, more attention has been devoted to involving our families including academic workshops to social engagements such as Fine Arts Night, Open House, and Spirit Week. NCLB funds are utilized to have teachers conduct parent curriculum nights. In addition, parent education workshops on how to discipline with love, sex education, drug use, and the parent portal are offered.

Monthly newsletters in Spanish and English from both the teacher and principal, robocalls, school marquee, regularly updated website, twitter, email are used to communicate with parents. There are regular, monthly LSC meetings, BAC /PAC meetings, PPLC, and PPC meetings. A parent/student handbook and teacher handbook are distributed at the beginning of the school year. Our counselor hosts parent night for 6-8 grades on topics including the high school selection process, student transitions, and parent education.

Lutheran Social Services Of Illinois- LSSI has partnered with Gray to provide individual and family counseling to Gray students. The providers see students in the school as well as at their facility in the neighborhood.

Constitutional Rights Foundation- Attorneys visit classrooms and review specific legal cases with students as well as the skills needed for careers in law.

Facing History and Ourselves National Foundation, Inc.- The teachers in grades 5-8 utilize this program where explicit rules and implicit norms protect each student's right to speak; differing perspectives can be heard and valued; where members take responsibility for themselves, each other, and the group as a whole; and where each student has a stake and a voice in collective decisions. This program helps to build safe and reflective classroom communities.

Girls on the Run- GOTR is a program that gives girls confidence and healthy habits. The Heart & Sole Curriculum helps girls develop life skills to guide them through adolescence and beyond. Each week the students take part in training activities that build endurance for a culminating 5k running event. This program is open to girls in grades 3 through 8.

3-C Institute for Social Development- Zoo U, an online screener has been used to determine identified student's social emotional strengths and weaknesses to determine where they need support. S.S. Grin is used in 10-week blocks for identified students who need support with social skills training. This is a Tier 2 intervention.

Youth Alternatives- Alternatives provides ongoing support with Peace Circles and Restorative Practices

Children's Memorial Hospital DBA Ann and Robert H. Lurie Children's Hospital of Chicago- Provided initial training and will provide ongoing support for (CBITS)- Cognitive Behavioral Intervention for Trauma in Schools.

Metropolitan Family Services (3249 North Central) - Metropolitan is a local agency that Gray has referred students to for individual and family services. They have provided support to many of our students and are very helpful in providing suggestions in ways to help them when they are in school.

Umoja Student Development Corporation- The administrators and counselor attended workshops and received materials that are utilized here at Gray. The topics that were covered included, Restorative Justice and Alternatives to Suspension.

NorthLight Theater and Chicago Children's Theater Collaboration with the Art, Dance, and Music teachers to support our classroom work to enhance arts education and with Northlight Theatre.

Dyson Foundation grant to explore engineering concepts and principles.

IMSA - Illinois Math and Science Assoc. partners with our science teachers to offer after school science enrichment.

Irving Park YMCA and Kiddieland- These organizations collaborate with parents of the Gray Community to provide after school care for students in need of extended care for homework and recreational purposes.

The Belmont/Cragin Branch of the Chicago Public Library - Librarians visit classrooms and parent meetings to present homework help and other programs offered at the library.

This year parents have been working together to establish and promote a Parent Teacher Organization. So far parents have sponsored a movie, fundraisers and a STEM field trip to a Blackhawks game. Parents are planning an auction for the spring. There have been some parents who have volunteered to work in the classrooms. Representatives from the PTO have attended a staff meeting to introduce themselves and the organization to inform teachers that they will be asking for input on how they can better serve the Gray Community.

We have shifted case management duties from the counselor to a special education teacher due to the fact that many of our students struggle with mental health issues. We have developed partnerships with Chicago Children's Behavioral Health Hospital, Alternative Youth, and Big Brothers/Sisters who have provided much needed parent education and mentor support. However, these partnerships are not enough to help our counselor provide targeted SEL support. In addition, the principal, assistant principals, case manager, counselor and librarian rotate providing 2nd Step Instruction to help make the material more meaningful to our students.

Our parent response rate on the 5E improved 11% this year and we hope to increase another 10%. Our average school recommendation went up from 8.1 to 8.3. Our teacher-parent partnership score jumped 14 points from a 41 to 55! Parents who felt that teachers treat them with respect increased 7 pts from a 78 to an 85! Parent Teacher subscores improved on ALL items! We are on an upward trajectory and our goal is to maintain this momentum. Our parent satisfaction has improved, due to a large part in fostering community connections.

We are in the process of creating partnerships with LSSI, Youth Outreach, Sandy Hook Promise program, and the initiation of a Gray PTO. These partnerships encompass whole group engagement, small group sessions, and targeted 1:1 counseling. Student cohorts will be created in dashboard to assist in progress monitoring their grades, attendance and behavior. Student surveys will also be distributed pre and post therapy.

Our BHT meets bi-weekly and will track student attendance, behavior, and on-track rates for whole school and targeted Tier 2 and 3 students. ILT/MTSS team meets on alternating weeks. Data will be pulled from Dashboard, Verify Logger Dashboard, and the BHT will then follow the problem solving protocols by diving into root causes, create hypotheses, and progress monitor. This data will then be shared with the ILT/MTSS team for analysis of school wide trends and CIWP progress monitoring.

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	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	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 Quality Teaching: Instruction	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Relational Trust	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: Safety & Order	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: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Student Learning: Curriculum	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
National School Growth Percentile - Reading					
Our focus on reading will improve instruction for our EL and DL students as well.	73.00	75.00	81.00	77.00	78.00
National School Growth Percentile - Math					
Our focus on a common core aligned math program in grades k-6 will better prepare our students for our TTO program in grades 6-8.	50.00	70.00	83.00	76.00	76.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We continue to provide rich instruction to increase the number of students meeting/exceeding norms.	58.40	63.30	60.00	68.00	68.00
African-American Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	85.00	85.00
Hispanic Growth Percentile - Reading					
n/a	70.00	78.00	76.00	77.00	79.00
English Learner Growth Percentile - Reading					
This is a focus strategy in our CIWP to increase ACCESS scores as well.	36.00	94.00	35.00	43.00	96.00
Diverse Learner Growth Percentile - Reading					
Our diverse learners continue to make less progress in reaching growth and attainment.	34.00	48.00	30.00	61.00	50.00
African-American Growth Percentile - Math					
n/a	(Blank)	(Blank)	0.00	76.00	0.00
Hispanic Growth Percentile - Math					
n/a	48.00	72.00	82.00	74.00	75.00
English Learner Growth Percentile - Math					
Our EL students demonstrate continued growth and attainment in math.	58.00	88.00	88.00	84.00	90.00
Diverse Learner Growth Percentile - Math					
Our DL students continue to lag behind their non-DL peers, resulting in our CIWP focus.	32.00	37.00	94.00	39.00	40.00
National School Attainment Percentile - Reading (Grades 3-8)					
Our focus on balanced literacy across all grades will enrich the rigor and equip our teachers with a stronger skill set to deliver focused and differentiated instruction.	62.00	65.00	72.00	68.00	70.00

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

EngageNY is a common core math program in its 3rd year of implementation.	68.00	68.00	87.00	78.00	71.00
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National School Attainment Percentile - Reading (Grade 2)

Our focus on Balanced Literacy should help support reading instruction and growth.	55.00	37.00	55.00	89.00	43.00
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National School Attainment Percentile - Math (Grade 2)

Our focus on a common core math program continues to increase our students' attainment.	49.00	61.00	80.00	79.00	67.00
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% of Students Making Sufficient Annual Progress on ACCESS

Our bilingual and ESL teachers continue to collaborate and use data to drive instruction.	29.70	(Blank)	54.00	35.00	38.00
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Average Daily Attendance Rate

We continue to strive to increase daily attendance and share best practices with parents.	95.50	95.50	96.20	95.60	95.60
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My Voice, My School 5 Essentials Survey

Work to increase Teacher Collaboration and Leadership to organized from neutral.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
none at this time					
n/a	0.00	0.00	0.00	0.00	0.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Build a thorough understanding of our school mission and effectively communicate this to all stakeholders of technology magnet vision	students with skills in persistence in working with difficult problems and tolerance for ambiguity; more parents expressing an understanding of technical education and how to support their children; more effective uses of integrated tech; students will grow in competency in 21st Century skills	confidence in dealing with open ended problems with higher levels of complexity as measured through unit formal and summative assessments, projects, district wide assessments, performance tasks; higher parent/student/teacher satisfaction on 5E; higher student rating in confidence, grit and connectiveness between student-school-community-parent; students will become more motivated to seek more challenging high school environments
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Tags:

Computer Science, College Access and Persistence, 21st century skills

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Conduct ongoing PD on Computer Science standards and framework as well as the Design Process	Curriculum Coach	Aug 27, 2018 to Jun 1, 2019	Behind
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21st century skills

Use surveys such as CALL, 5 Essentials, and mini-survey to track satisfaction rates	Admin	Aug 27, 2018 to Apr 20, 2019	Not started
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Culture and climate

Open house for potential students of Tech Magnet Cluster	Admin	Jul 1, 2018 to Oct 27, 2018	On-Track
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Parental involvement

Parent workshops on basic technology skills, vocabulary, and computational thinking	Curriculum coach	Sep 3, 2018 to Mar 30, 2019	Not started
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Parent engagement

Continue to seek grants and programs to add a technological engagement in the classroom	Admin	Aug 6, 2018 to Jun 29, 2019	On-Track
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Community partnerships

Seek networking opportunities with fellow schools	Admin, Team Leads	Sep 3, 2018 to Apr 27, 2019	Not started
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Teacher collaboration

Promote our events and programs within the community via website, twitter, facebook, and local newspapers	Admin, Communication coordinator	Jul 1, 2018 to Jun 29, 2019	On-Track
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Communication

Review units for incorporation of CS standards and explore unit assessments to include computational thinking and the Design Process	Team Leads	Sep 4, 2018 to Jun 29, 2019	Not started
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Curriculum planning

Strategy 2

If we do...

Develop a framework for structuring literacy time to support students in developing independence, stamina, and accountability

...then we see...

students engaged in personalized learning activities independently or in flexible groups while the teacher confers on individual needs and next step goal setting

...which leads to...

Students will learn to self evaluate and build a longer more rigorous trajectory of goals. Teacher surveys that indicate more time to meet the needs of the varied abilities and interests of their students rather than managing behavior; improve school-wide literacy achievement as demonstrated on classroom assessments, district wide assessments; increased student attendance, improve on-track rates and a decrease in behavioral referrals, observable behaviors of student independence that will transfer across disciplines.

Tags:
Literacy curriculum

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
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Classroom visits/learning walks of Gray colleagues using the TRU rubric to guide uniform discussions and create a common language for dialogue	Admin, Team Leads	Sep 28, 2018 to May 25, 2019	Not started
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Teacher collaboration

Continued PD on Daily 5/CAFE and support via network cohort and multi-grade level collaboration for grades K-2	Curriculum Coach, Network ISL, Admin	Aug 27, 2018 to Jun 29, 2019	On-Track
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Professional Learning

Allow for partner school visits and vertical and horizontal working sessions on staff targeted areas of focus	Admin	Sep 10, 2018 to Jun 29, 2019	Not started
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Professional Learning

Review grade 3-4 literacy block and introduce Daily 5/CAFE framework through regular ongoing PD and PLC's	Curriculum Coach	Aug 27, 2018 to Jun 22, 2019	On-Track
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Balanced literacy

Review and re-evaluate grades 5-8 literacy block for balance in independent reading, integrated writing, and word study	Curriculum coach	Aug 27, 2018 to Jun 22, 2019	On-Track
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Balanced literacy

Using Summit training on Cog. Demand and Equit. Access, teams will incorporate culturally engaging materials as mentor texts, use minilessons on targeted strategies, and practice the writing process with running records to help students own their goal setting and monitor their own improvement.	teachers	Oct 11, 2018 to May 3, 2019	On-Track
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Strategy 3

If we do...

...then we see...

...which leads to...

If we create structures that prioritize student centered schedules and support in providing differential instruction via teacher collaboration

support for DL and EL students embedded in units, greater utilization of co-teaching models that are individualized to the needs of these students and a more thorough and efficient MTSS system to track academic and SEL supports and progress

increased teacher practice and proficiency, increased scores on ACCESS, TRC/Dibels, NWEA, PARCC, 5 E, unit assessments, decrease in behavioral referrals, increased personal learning plans, increased attendance

Tags:
Diverse Learners, EI learners

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Support staff on DL and EL best practices	Admin and Curr. Coach	Aug 27, 2018 to Jun 22, 2019	On-Track

Professional Learning

Maintain MTSS teacher support schedule for Tier 2 and 3 processes	Case manager and teachers	Sep 10, 2018 to Jun 1, 2019	On-Track
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Mtss tiers 1, 2, and

Support teachers in utilizing progress monitoring tools including MAP Skills tool, TRC/Dibles, MAP Skills, and Student Profile Report	Teachers and Curr. Coach	Aug 27, 2018 to Jun 22, 2019	On-Track
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Progress monitoring

Provide proper resources for podding, buckets, materials around supporting leveled instruction	Admin	Aug 27, 2018 to Jun 29, 2019	On-Track
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Aligned resources

Focus on parent partnerships by hosting school activities, events including workshops for supporting EL and DL students	EL and DL coordinators	Sep 4, 2018 to Jun 29, 2019	Not started
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Parental involvement

Enhance Gray Cycle of Inquiry to include focus on progress of EL and DL students to address skill intervention 3x a year	Curr Coach	Aug 27, 2018 to Jun 29, 2019	On-Track
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Professional Learning

BHT will meet bi-weekly to address teacher referrals for Tier 2/3 intervention support	Counselor	Sep 4, 2018 to Jun 1, 2019	On-Track
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SEL

Learning Walks for teachers to visit other classrooms, conduct observation and debrief sessions, and build a culture of consultancy with each other	Teachers	Oct 8, 2018 to Jun 1, 2019	Not started
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Professional Learning

Continued support of SEL instruction through Second Step and embedded SEL instruction within grade levels.	Second Step Teachers	Aug 27, 2018 to Jun 1, 2019	On-Track
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SEL mtss

Middle school student survey and school-wide teacher survey about SEL, CALL, 5 E	Second Step Teachers	Aug 27, 2018 to Jun 1, 2019	Not started
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Feedback

Use of Flex Time to support collaboration among DL, EL, and classroom teachers	Admin, Teachers, EL/DL coordinators	Oct 8, 2018 to Jun 1, 2019	Cancelled
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Professional learning plan

Strategy 4

If we do...

...then we see...

...which leads to...

DL and EI

Describe expected outcome...

Describe expected goal...

Tags:

Area(s) of focus:

Action step

Responsible

Timeframe

Status

(Blank)

(Blank)

select

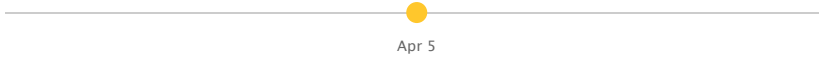
Behind

Action Plan

Strategy 1

BEHIND Conduct ongoing PD on Computer Science standards and framework as well as the Design Process"
Aug 27, 2018 to Jun 01, 2019 - Curriculum Coach

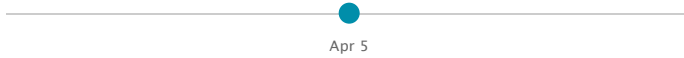
Status history



BEHIND Apr 05, 2018
Problem
Root Cause
Next steps

NOT STARTED Use surveys such as CALL, 5 Essentials, and mini-survey to track satisfaction rates"
Aug 27, 2018 to Apr 20, 2019 - Admin

Status history



NOT STARTED Apr 05, 2018
Evidence
Survey results

ON-TRACK Open house for potential students of Tech Magnet Cluster"
Jul 01, 2018 to Oct 27, 2018 - Admin

Status history



ON-TRACK Apr 05, 2018
Evidence
Sign in sheets, power point, agenda

NOT STARTED Parent workshops on basic technology skills, vocabulary, and computational thinking"
Sep 03, 2018 to Mar 30, 2019 - Curriculum coach

Status history



NOT STARTED Apr 05, 2018
Evidence
Sign in sheets, reflections

ON-TRACK Continue to seek grants and programs to add a technological engagement in the classroom"
Aug 06, 2018 to Jun 29, 2019 - Admin

Status history



Apr 5

ON-TRACK Apr 05, 2018
Evidence
Awarded grants and programs

NOT STARTED Seek networking opportunities with fellow schools"
Sep 03, 2018 to Apr 27, 2019 - Admin, Team Leads

Status history



NOT STARTED Apr 05, 2018
Evidence
School visits

ON-TRACK Promote our events and programs within the community via website, twitter, facebook, and local newspapers"
Jul 01, 2018 to Jun 29, 2019 - Admin, Communication coordinator

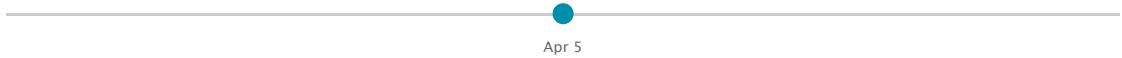
Status history



ON-TRACK Apr 05, 2018
Evidence
Messages

NOT STARTED Review units for incorporation of CS standards and explore unit assessments to include computational thinking and the Design Process"
Sep 04, 2018 to Jun 29, 2019 - Team Leads

Status history



NOT STARTED Apr 05, 2018
Evidence
Unit plans

Strategy 2

NOT STARTED Classroom visits/learning walks of Gray colleagues using the TRU rubric to guide uniform discussions and create a common language for dialogue"
Sep 28, 2018 to May 25, 2019 - Admin, Team Leads

Status history



NOT STARTED Apr 05, 2018
Evidence
Walk Thru rubric results, PD, Informal Visit feedback

ON-TRACK Continued PD on Daily 5/CAFE and support via network cohort and multi-grade level collaboration for grades K-2"
Aug 27, 2018 to Jun 29, 2019 - Curriculum Coach, Network ISL, Admin

Status history



Apr 5

ON-TRACK Apr 05, 2018
Evidence
Agendas, Professional Development Plan, Attendance Sheets

NOT STARTED Allow for partner school visits and vertical and horizontal working sessions on staff targeted areas of focus"
Sep 10, 2018 to Jun 29, 2019 - Admin

Status history



NOT STARTED Apr 05, 2018
Evidence
Agendas and meeting minutes

ON-TRACK Review grade 3-4 literacy block and introduce Daily 5/CAFE framework through regular ongoing PD and PLC's"
Aug 27, 2018 to Jun 22, 2019 - Curriculum Coach

Status history



ON-TRACK Apr 05, 2018
Evidence
Agendas, meeting minutes, classroom visits both formal and informal

ON-TRACK Review and re-evaluate grades 5-8 literacy block for balance in independent reading, integrated writing, and word study"
Aug 27, 2018 to Jun 22, 2019 - Curriculum coach

Status history



ON-TRACK Apr 05, 2018
Evidence
Agendas, meeting minutes, classroom visits both formal and informal

ON-TRACK
Using Summit training on Cog. Demand and Equit. Access, teams will incorporate culturally engaging materials as mentor texts, use minilessons on targeted strategies, and practice the writing process with running records to help students own their goal setting and monitor their own improvement."
Oct 11, 2018 to May 03, 2019 - teachers

Status history



Strategy 3

ON-TRACK Support staff on DL and EL best practices"
Aug 27, 2018 to Jun 22, 2019 - Admin and Curr. Coach

Status history



ON-TRACK Apr 05, 2018
Evidence
Agendas and minutes, PD plan

ON-TRACK Maintain MTSS teacher support schedule for Tier 2 and 3 processes"
Sep 10, 2018 to Jun 01, 2019 - Case manager and teachers

Status history



ON-TRACK Apr 05, 2018
Evidence
Tier 2 Int Doc per teacher, Tier 3 Documentation

ON-TRACK Support teachers in utilizing progress monitoring tools including MAP Skills tool,TRC/Dibles, MAP Skills, and Student Profile Report"
Aug 27, 2018 to Jun 22, 2019 - Teachers and Curr. Coach

Status history



ON-TRACK Apr 05, 2018
Evidence
Tier 2 Int Doc, Tier 3 Documentation

ON-TRACK Provide proper resources for podding, buckets, materials around supporting leveled instruction"
Aug 27, 2018 to Jun 29, 2019 - Admin

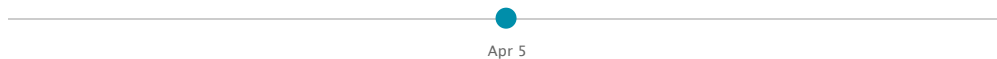
Status history



ON-TRACK Apr 05, 2018
Evidence
Budget Requests

NOT STARTED Focus on parent partnerships by hosting school activities, events including workshops for supporting EL and DL students"
Sep 04, 2018 to Jun 29, 2019 - EL and DL coordinators

Status history



NOT STARTED Apr 05, 2018
Evidence
Agendas and Attendance Sheets

ON-TRACK Enhance Gray Cycle of Inquiry to include focus on progress of EL and DL students to address skill intervention 3x a year"
Aug 27, 2018 to Jun 29, 2019 - Curr Coach

Status history



ON-TRACK Apr 05, 2018
Evidence
PLC meeting minutes, Unit Plans

ON-TRACK

BHT will meet bi-weekly to address teacher referrals for Tier 2/3 intervention support"

Sep 04, 2018 to Jun 01, 2019 - Counselor

Status history



ON-TRACK

Apr 05, 2018

Evidence

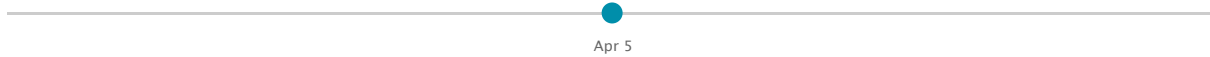
Meeting Minutes, SEL Logger Tracking, LSSI records, Dashboard

NOT STARTED

Learning Walks for teachers to visit other classrooms, conduct observation and debrief sessions, and build a culture of consultancy with each other"

Oct 08, 2018 to Jun 01, 2019 - Teachers

Status history



NOT STARTED

Apr 05, 2018

Evidence

Informal Observation records

ON-TRACK

Continued support of SEL instruction through Second Step and embedded SEL instruction within grade levels."

Aug 27, 2018 to Jun 01, 2019 - Second Step Teachers

Status history



ON-TRACK

Apr 05, 2018

Evidence

Unit Plans

NOT STARTED

Middle school student survey and school-wide teacher survey about SEL, CALL, 5 E"

Aug 27, 2018 to Jun 01, 2019 - Second Step Teachers

Status history



NOT STARTED

Apr 05, 2018

Evidence

Survey results

CANCELLED

Use of Flex Time to support collaboration among DL, EL, and classroom teachers"

Oct 08, 2018 to Jun 01, 2019 - Admin, Teachers, EL/DL coordinators

Status history



CANCELLED

Apr 05, 2018

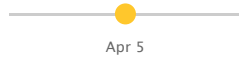
Problem

Root Cause

Next steps

BEHIND

Status history



BEHIND

Apr 05, 2018

Problem
Root Cause
Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Regular bimonthly meetings are scheduled and plans and goals are reviewed.

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

An annual meeting is held to explain Title I requirements and parent/student rights. A school-wide notice is distributed in English and Spanish inviting all parents to attend. Regular bimonthly meetings are held, LSC meeting dates are published on the calendar distributed monthly.

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.

The first parent meeting of the school year covers assessment tools used and how parents may use them to monitor student progress toward individual growth goals. Parents have access to grades through the Parent Portal to monitor student progress. Training is made available at each conference day and as needed by our Tech coordinator. Parents may monitor skill development through RAZ, Compass Learning and ST Math. Meetings are held monthly.

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.

NWEA and PARCC score reports are distributed to all parents, DIBELS parent reports are distributed to applicable parents. Teachers are available for conferences to discuss student progress.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Letters are mailed directly from CPS informing parents if their teachers are NHQ.

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.

Regular workshops are provided through the use of NCLB parent funds.

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.

Regular workshops are provided through the use of NCLB parent funds.

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.

Parents are encouraged to volunteer in the school at beginning of the year open houses. Teachers contact parents to volunteer within their classrooms. After school assistance is offered to parents to complete the necessary paperwork to volunteer.

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.

Parent workshops are planned and held to integrate school activities and student success.

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

All parent information is made available in Spanish and other applicable languages.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.



The school will coordinate the parent and family engagement programs identified in the CIWP.



The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

It is the mission of William P. Gray Elementary School to:

- Prepare children to meet the challenges of the future
- Through the use of best practices in delivering instruction in reading, math, science and all other areas
- By providing appropriate curriculum materials for all learners
- By actively engaging all learners
- By differentiating instruction
- By providing access to the curriculum for all learners to meet academic challenges including those with special needs and limited English proficiency - By assessing student learning
- Promote self-growth and discipline
- Form partnerships with parent and community organizations to improve learning.
- Provide all children with a safe and productive learning environment

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.

Report card pick ups are determined by CPS. Additional conferences are held as needed.

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

Parents receive a progress report every five weeks. Gradebook is updated in a timely fashion so that parents can log in and view their child's assignments and grades.

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

School staff is available to meet with parents during their preparation time, before and after school (when arranged ahead of time.) Staff will also return phone calls and emails to parents.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are encouraged to volunteer within individual classrooms, on field trips, and on the playground.

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

Parents can monitor their children's learning via progress reports, regular newsletters, and Gradebook.

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

Parents have the opportunity to confer with the school at open houses, LSC, BAC and NCLB meetings.

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

Students are apprised of their growth targets on NWEA, students are rewarded for good grades and attendance quarterly.

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.

Funds will be used to support parents and community in obtaining resources to help families in their children's academic and social emotional learning.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 6504 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .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)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ Amount .00

