



William Bishop Owen Scholastic Academy ES / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
04/03/2018	Mrs. S. Morris, Mrs. K. Owens, Dr. Smarte, Ms. D. Harvey, Mrs. Bonadurer, Ms. M. Watson, Mrs. Susberry	Reviewed and discussed CPS School Excellence Frameworks
04/17/2018	Dr. Smarte, Ms. D. Harvey, Mrs. K. Owens, Mrs. S. Morris	Reviewed, scored, and provided evidence for frameworks
04/23/2018	Mrs. Morris, Dr. Smarte, Ms. Terri Zachary, Mrs. Julia Matthews, Mrs. Martie Susberry, Ms. Makeva Watson, Mrs. Tina Bailey, Ms. Jennifer Magliano, Ms. Djuana Harvey, Ms. Glenda Watson, Mrs. LuAnn Williams, Ms. Never McLeod, Ms. Shevinna Sims	Reviewed, scored, and provided evidence for the framework
04/24/2018	Mrs. Morris, Dr. C. Smarte, Ms. M. Watson, Mrs. M. Susberry, Mrs. L. Williams, Ms. D. Harvey, Ms. J. Cremins, Mrs. T. Bailey	Reviewed, scored, and provided evidence for the framework
05/01/2018	Mrs. Morris, Mrs. Owens, Dr. Smarte, Ms. M. Watson, Mrs. Bonadurer	Review components of CIWP to review evidence

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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The vision was developed through staff and administration with considerations of the needs of the school community. The established mission and vision were articulated to the community of students, parents, and staff at the beginning of the school year by the principal. The staff, students, and community were given information and the relationship between the school's vision and how they were aligned with the initiatives and priorities for the school during the Back to School presentation at the beginning of the school year. The principal presented the results of the 5Essentials to the staff and solicited feedback and action steps to improve areas of concern. The end of the previous year data was analyzed and discussed to target instruction for the upcoming school year by the principal. An overview of goals, priorities, expectations for students, parents, staff and other pertinent information for the school year was presented to parents during Back to School Night. The State of the School was presented to staff and parents emphasizing the importance of the school's priorities for improvement and successes by the principal. Informational meetings and programs are organized and presented by the principal for parents and students centered around the mission, vision, data, and goals for the school. The principal has developed teacher leaders and give them opportunities to lead the common planning grade level meetings. Teacher leaders receive professional development. Teacher leaders are given opportunities to work with the Instructional Leadership Team to share ideas, learn from each other, make decisions, and share practices with peers. The administration formally and informally observes teachers and give feedback. The administration provides professional development to increase the knowledge of all teachers. The administration models instruction, monitors lessons, and share best practices to improve instruction. The administration meets regularly to monitor and examine students' work to ensure students are engaged in rigorous and challenging instruction. Lesson plans, scope and sequence, and students' work are tools that are used to monitor instruction.

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:

Score

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.

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Instructional Leadership Team Planning Tools, PLC Coaching Resources. ILT Agendas and Meeting Minutes

ILT meets bi-monthly with a membership that includes the principal, assistant principal, primary teacher, an intermediate teacher, and a middle school teacher; as well as two diverse learning teachers representing intermediate and middle school. Each department is represented on the team, but we are weak in math representation. The team's purpose of meeting is to discuss curriculum and strategic planning for the school community. The agenda guides the discussion and minutes are recorded and filed in regards to the meetings and used to remind the team of action steps and team responsibilities. Team members discuss activities that occur throughout the year for effectiveness in regards to meeting the needs of students academically or social and emotional. According to the 5 Essentials the team is strong.

The ILT review data such as, on track data for attendance and grades and MTSS data. Although the team members may make mention of the home factors, focus is placed on what teachers and the school can do to improve student attendance and academic performance. MTSS data is reviewed to ensure teachers are monitoring tier 2 and 3 students. Progress monitoring and NWEA data is also reviewed with celebrations of how students are improving and what steps need to take place to ensure continued improvement of our students.

The ILT gather and use current assessments, attendance, school information, and background knowledge to review classroom practices.

The ILT meets 2-3 times per month.

All team members have equity invoice and are engaged in discussions, decisions, and solutions.

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	
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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After school planning sessions; weekly common planning meetings for content and content area teachers; weekly meeting sessions with teachers of special subjects such as gym and music; PQS observation and sessions, Regular meetings, PQS, follow up sessions and personal orientation sessions with new staff.

Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.

Teachers collaborate in common planning meetings weekly to discuss and share data of individual students. This data is used to drive instruction on how to provide student intervention to affect school-wide improvement by closing students' academic achievement gaps. On a weekly basis teachers discuss strategies that were and were not successful in achieving the aforementioned goal. These strategies include providing differentiated instruction, accommodations for diverse learners, progress monitoring and multi-tiered systems of support as well as support for socio-emotional learning.

We implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)

Owen Scholastic Academy staff actively participates in opportunities throughout the school year where teacher leaders attend professional development seminars on best practices and in turn return to provide training for the staff on these best practices. The staff has had the opportunity to participate in professional learning outside of the school and have shared their learning with staff.

Specific staff receives coaching in content areas to improve instruction and teachers are given time to have safe practices with new strategies and refine their skills.

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	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
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"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. 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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Schedule adjustments were made to allow more time for math and the implementation of TRU Math for all grades K-8. Teacher leaders have active participation in district led Cycle Summits that reinforce math instruction and best practices. Teacher leaders for math present material to entire staff during professional development days. The principal participated in math PLC which focused on best practices from teachers at various schools. Teachers plan data-informed instruction following careful analysis of NWEA insight reports, NWEA EOY, BOY, and MOY report.

The budget is aligned to the CIWP priorities by including extra funding toward math instruction, Saturday school which offer more assistance and tutoring opportunities for students that are at various levels, purchase of more technology to afford students more opportunities with web-based programs to enhance learning, and to provide more opportunities for students to be exposed to accelerated instruction (high school algebra).

Owen Academy uses a protocol for hiring qualified candidates. This protocol is used by the administrative team and some LSC members during the hiring process. Prior to the interview, potential candidates are screened to make sure they have the necessary qualifications for the position, their performance from their previous school is reviewed, and they receive a pre-interview via phone.

The principal meets with staff throughout the year to discuss both personal and professional goals. The discussion also includes strengths and areas for improvements and suggestions for improvements.

The staff participates in surveys to build the culture and climate of the school. The results of the survey are discussed and suggestions from the staff are incorporated to improve positive relationships among staff, students, and parents.

Owen Academy partners with the Alderman office by supporting various initiatives in the community such as; Back to School Picnic and the Community Halloween Party. The Alderman shares all community events with the school and is invited to all school events.

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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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Standards-based instruction is provided for all content and content area subjects; Data aligned instruction is provided by content areas as well as Diverse Learner teachers, with evidenced components of Balanced Literacy and TRU Math Implementation. Balanced Literacy implementation encourages students to apply speaking and listening to reading and writing. TRU Math implementation provides opportunities for students to apply critical skills with problem-solving and real-world computation activities. Students are assigned to RIT band instructional groups for Literacy and Math; Small group instruction with targeted tasks are evident in Literacy and Math. Content area teachers (i.e., Science, Social Science, Library, and P.E.) also create lessons to address academic needs through weekly collaboration with content teachers in grade team meetings. Diverse Learner teachers weekly and informally collaborate with content area teachers to modify instructional plans and delivery approaches to students.

Students have access to an academically rigorous curriculum through curriculum maps vertical/horizontal, academically challenging sequencing and pacing guides, thematic units which encompass a variety of disciplines across grade levels, and comprehensive unit plans which comprise of academic and social-emotional learning opportunities for all students. Additionally, Owen checks on a weekly basis through submission of lesson plans for alignment to standards, and opportunity for students to meet those standards.

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.

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

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Weekly submitted lesson plans identify specific assignments and tasks to be completed by various students or data-informed instructional groups. DL teachers, in collaboration with general education teachers, create modified versions of lessons plans to address academic needs of students with IEPs. Varied instructional materials are available and accessible in every classroom to address the academic needs of students. Teachers in grades K-8 use any or all of the following instructional materials to introduce, support, reinforce, and enrich learning using whiteboards, document cameras, Chromebooks, LCD projectors, and a variety of other manipulatives, leveled books, informational magazines, reading passages, student choice activities, or texts. Interactive or adaptive web-based programs such as Reading A-Z, Starfall, IXL math, Khan Academy, NWEA MAP Skills, Study Island, and/or Think Cerca. Each of the web-based programs is routinely embedded into lessons to offer differentiated levels of challenge and support to students amongst grade levels, disciplines, and subject areas. Students in grades K-2 have access to and routinely use listening centers. The science lab currently uses and has access to a Smart Board. Beginning the SY18-19, the 1st grade classroom will have access to and use the Promethean board.

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	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	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 2 3 4

Weekly submitted lesson plans include evidence of rigorous tasks to be completed by various students or data-informed instructional groups. DL teachers, in collaboration with general education teachers, create modified versions of lessons plans to include rigorous tasks according to the academic needs of students with IEPs. Rigorous student tasks are standards aligned and data-informed. Assignments include evidence of DOK level 3 and 4 questions and tasks, formative /summative and student-created performance assessments. In Literacy and Content Area Literacy for K-8, components of Balanced Literacy are evident as stated in the implementation plan. In Math for grades K-8, components of TRU Math are evident as stated in the implementation plan. Owen examines student assessments in grade level meetings, across grades and/or course in multiple content areas. Instructional texts, assignments, and assessments are selected, in conjunction with data, to allow rigor, in order to prepare students for college and career readiness.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

To increase student awareness to postsecondary institution options, each classroom has selected a university to highlight. Instructional groups are identified by the names of the college structure associated with the selected university. College pennants are strategically posted on the wall outside the upper-grade classrooms and gym to also provide awareness. Students are supported and have equal access to college preparatory curriculum through the Naviance program. Owen equips students with the confidence in their ability to implement and adapt their plan for college and career as they and the world around them changes. All eligible 8th grade students are given the opportunity to enroll in high school Algebra. Students are given the opportunity to be architects of their lives. Students leave Owen with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. Students participate in high school investigation days at selected high schools. Owen organizes career days and high school fairs.

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 ✓ Nipponica 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"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (ICSB, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 **3** 4

Teachers are required to use Balance Literacy and TRU math which requires Flexible grouping and incorporates common core standards.

Collaborative Conversations and Socratic seminars require students and teachers to develop and use open-ended questions. These activities provide opportunities for students to engage in student-led discussions to deepen and extend understanding.

Teachers use assessment data to adjust instruction, re-teach content and/or re-assess students.

Based on 2017 Evidence on the 5essentials, teachers collaborate with instructional planning across all subject areas.

Students have opportunities to contribute to their concept of learning through peer conferencing, math talks, peer teaching, student-led workstations as well as DOK questioning and activities.

Vocabulary is incorporated into all curriculum. Students are required to cite textual evidence in all subject areas. Students refer to the text to answer questions and to solve problems.

Teachers model strategies that allow students to access complex texts and engage in complex tasks.

Progress is continuously monitored and checked using both summative and formative assessments.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)
Evidence	✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Staff uses different assessments for the variety of levels of students. Students are grouped in tiers and assessments are given according to tiers.

- Diagnostic, Formative, and Summative assessments are given to gauge the students' areas of need, progress, and mastery.
- Assessments supplement district assessments by targeting students' areas of need to further progress and achievement on district centralized assessment. (MAP Skills skill locator and mastery checks ensure students are working on skills according to their RIT to obtain growth and attainment on the Map Growth skills district-wide assessment)
- Owen Staff follows a schedule for implementing progress monitoring for different tiers throughout the school year to provide targeted instruction in areas of need. In addition to the Tier 1 instruction, Owen Staff implements a Multi-tiered support system. Students that tier 3 is progressed monitored every two weeks. Students that are tier 2 are progressed monitored every four weeks.
- Assessments are delivered according to diverse learner's individualized education plan. The assessments are given with accommodations and modifications for each individual student. Accommodations and modifications may include small group, entire test read aloud, extended time, use of a calculator, responses can be dictated orally, assigned a scribe, and stop the clock breaks.
- Teachers use the Insight Report and other formal and informal data to determine the scope and sequence of instruction as well as develop performance-based assessments. Performance-based assessment rubrics are created with the students to drive rigor, promote a variety of methods to show the understanding of the concepts being assessed. Expectations are clearly stated in the rubric.
- Professional development sessions provide opportunities to analyze and collaborate on school-wide data and assessments in order to develop an action plan to address the needs of each percentile rank.
- Grades are entered into the system weekly by teachers in order to inform parents and students of academic progress.
- Gradebook entries and category selections are monitored by the administration.
- Dashboard's On-Track data information is shared and analyzed every 5 weeks for Reading, Math, and attendance by the administration with teachers in grade level team meetings. Review and discussion of On-Track data helps to provide an overview of student learning, academic progress while supplying actionable data to re-inform instructional planning and needs for academic supports.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 3 4

Tier 1

Student instruction at the Tier 1 level is designed to cater to all levels differing levels of learning and learning styles. Student assessments are graded in a timely manner after an assessment is administered if there are students that failed to meet proficiency levels as evidenced by low test scores, they are given an opportunity to retest. Student test scores in conjunction with class performance are used to move students from Tier one to tiers two and Three utilizing the progress monitoring tool. Additional staff members are assigned to the classroom during the MTSS period in order to work on skills that the tier II and III students have not met the proficient level.

Teachers all use goal setting sheets in order to monitor and assess student achieving. This tool is reviewed with students in order for them to take a role in their academic success. Review takes place three times a year during the testing windows for NWEA. Teachers assess and pace instruction in a differentiated manner taking into account the individual needs of all students. Teachers endeavor to assess whether external factors, such as attendance, or personal challenges at home are a factor in the student's lack of achievement. If necessary the school counselor or social worker may be included to address any social-emotional issues that may prohibit the student from achieving the highest level of academic success.

Tier 2 & 3

Teachers collaborate with all of the stakeholders to ensure that everyone is on the same page with the attainment of the same goal in mind. Teachers include the student, parents, support staff along with administration in order to get full buy-in so that students are successful. Intense instruction is given to the students by either the classroom teacher or another member of the instructional team to address skills that students need to become more proficient in while utilizing the progress monitoring tool.

Tier 2&3

Teachers provide additional supports in five-week intervals and then review outcomes with parents. If students are still not achieving academic success, the teacher will submit data to the counselor and the school psychologist to see if further evaluation is warranted. If all parties agree then the student may be referred for specialized services.

Administration monitors on-track data, attendance, and grades every five weeks. The data is shared with staff during the grade level/ common planning meetings. Root causes are determined and strategies are put in place for improving grades and attendance.

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

Daily PATH announcements; Weekly highlight students for PATH, attendance, no infractions, honor roll with yogurt social, BETA club inductees

Owen Academy has a culture of learning that consistently involves its entire teacher and student base with year-round activities and events. These include daily announcements with affirmations of the school motto "The Best of the Best," the daily PATHS (Providing Alternative Thinking Strategies) highlighted in each classroom that addresses student's social and emotional needs. Students are highlighted weekly with a picture poster for academic and civic achievement. The principal and assistant principal encourage exceptional behavior for students with no infractions and those on the honor roll, with yogurt socials and "Happy Café."

Owen Scholastic Academy has high expectations for all students as evidenced in those who participate in the Beta Club Honor Society which is based on student' ongoing discipline and academic achievement.

Students and whole classrooms who demonstrate good behavior throughout the school building are awarded feathers and wings for which they or their class is given a reward.

Teachers have high expectations of students and work with individual students to help develop both academic and social-emotional goals. Teachers have weekly data-driven, grade level meetings where they discuss strategies to help address the academic and social needs of every student. They also meet with students individually to help them set academic goals for higher achievement.

All teachers are involved with students at the mentor level. Each teacher mentors two students to help them address any immediate need and to help them have a well-rounded academic and social outlook on their school year.

The value of the educational work by students and staff is reflected daily. Each day the students recite a poem called "The Best of the Best." Some of the words include, "we can do our best, we must do our best, and we have to do our best. We can do more together than we can apart." The students also receive an announcement called PATHS. PATHS stands for promoting alternative thinking strategies. Each classroom teachers briefing discuss the announcement before instruction begins

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 ✓ SCAIP 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 (enr.edu/te) ✓ ASCA Mindsets & Behaviors

Relational Trust:

Score

1 2 **3** 4

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

Develop trusting relationships with students so each student has at least one trusted adult in the school. The 2017 5Essentials Performance Report for Performance on Supportive Environment was 26%. As a result, existing programs have been enhanced and additional programs implemented. The staff desires to develop trusting relationships with students and by doing so the following practices are in place: Weekly Male Mentoring, Weekly Female Mentoring, and Staff Mentor/Mentee Relationships.

Adult-student interactions are positive, caring, and respectful. The “Owen has Heart” Program helps foster positive interaction among staff and student. Individuals can receive feathers from any staff for on-task behaviors and the entire class can receive wing(s) for expected behaviors in classrooms and in the halls.

Student interactions are mutually supportive and respectful, with strong norms for positive behavior. In every classroom teachers provide opportunities for students to interact with one another during instruction. While working in groups, each group has a group leader that assist with keeping the group on tasks, gathering and putting away materials, and answering questions

Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community. The 2017 5Essentials Performance Report for Performance on Supportive Environment was 26%. As a result, existing programs have been enhanced and additional programs implemented. The staff desires to develop trusting relationships with students and by doing so the following practices are in place: Weekly Male Mentoring, Weekly Female Mentoring, and Staff Mentor/Mentee Relationships. The “Owen has Heart” Program helps foster positive interaction among staff and student. Individuals can receive feathers from any staff for on task behaviors and the entire class can receive wing(s) for expected behaviors in classrooms and in the halls. In every classroom teachers provide opportunities for students to interact with one another during instruction. While working in groups, each group has a group leader that assist with keeping the group on tasks, gathering and putting away materials, and answering questions

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

- Student advisory committee put together a March on April 20th 2018 for gun control and no violence
- Class officers- Shaping school policies, goals, climate
- Staff mentor/mentee program
- Collaborative groups choose different jobs
- Career day
- 8th grade trip to Atlanta where they learned about History of Civic Leaders and more
- Beta Club-(5th – 8th grade students with A/B) March of Dimes, Feed my starving children
- School wide collections for: coins of hope, feed my starving children, hurricane victims
- Social Studies activities and projects regarding civic leaders
- African American history past/present African Americans that made a difference during Civil Rights Act
- National environment education week activities and projects
- Surveys were given to students regarding instruction and school environment. Results from survey were acted upon.
- Actions taken: cleaning of the bathroom, organize walk out for violence and gun control

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"> • IIVNS 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
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 3 4

Level 0 in hallways, School-wide rules, and expectations, posters are displayed showing school-wide rules, teachers use respectful tones when speaking to students, lockdown drills, controlled access to building during school hours, positive interventions and rewards (treasure chest, weekly toys/treats), close cooperation with parents through parent-home communication, weekly conduct folders, infraction folders, Classroom routines are teacher-designed behavioral guidelines that inform the student, while fostering care & a sense of structure and routine. For instance, teachers may say:

- When I say, "Get ready for a bathroom break," we dismiss by tables starting when every table is cleared and every eye is on me.
- We hand papers in by folding them lengthwise, writing your name on the top of the folded edge, and passing them forward from the rear.
- When you are tardy, put your pass in the box on my desk, and quietly take your seat.

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

Level 0 in hallways, School-wide rules, and expectations, posters are displayed showing school-wide rules, teachers use respectful tones when speaking to students, lockdown drills, controlled access to building during school hours, positive interventions and rewards (treasure chest, weekly toys/treats), close cooperation with parents through parent-home communication, weekly conduct folders, infraction folders, Classroom routines are teacher-designed behavioral guidelines that inform the student, while fostering care & a sense of structure and routine. For instance, teachers may say:

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- We hand papers in by folding them lengthwise, writing your name on the top of the folded edge, and passing them forward from the rear.
- When you are tardy, put your pass in the box on my desk, and quietly take your seat.

Incentive Elaborate:

Owen School uses the H.E.A.R.T. PROGRAM that stands for ...

The HEART Program allows any staff members at Owen to give students incentive feathers for good behavior and incentive wings for the entire classroom being observed in well-mannered behavior. On every Friday, students who received a feather during the week are recognized and celebrated. One student from each class wins an H.E.A.R.T. Program Incentive.

H.E.A.R.T. Program incentive for the classroom that collects the most wings is held. The classroom with the most wings visits the Owen Arcade Room.

Ice cream socials are held quarterly to celebrate good conduct, perfect attendance and Honor Roll.

LEVEL 0-1 Posters are present throughout the building to remind students of the conversation expectations and rules in the hallway.

Teacher in each grade band use Owen universal hand signals or prompts with the classroom as a classroom management tool. Each classroom at Owen has classroom rules posted in the classroom.

N.E.D. Show production is held at Owen during the beginning of the school year for additional support with classroom student achievement and support for a positive culture and climate. This encourages students to always do their best as well as be respectful to your school and school family.

Owen hosts a discipline assembly at the beginning of the year to promote positive environment from start to finish of the school year.

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/pdf)

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Restorative practices in the form of student-teacher conferences, admin-student conferences, peer conferences, peace circles, and parent conferences are provided. There are school-wide expectations posted in every classroom and printed in the school distributed agenda. Students are made aware of minor misbehavior and the need to re-direct behavior via the issuance of infractions instead of students being instantly assigned a detention or a form of suspension. Parents are contacted after students have accumulated 5 infractions to discuss strategies to improve student behavior. Indoor recess detentions are issued after students have accrued 10 infractions. In-school or out-of-school suspensions are issued as a last resort. Prior to students serving detentions or suspension, administration conferences with parents regarding the students' misbehavior, the consequence and suggestions to re-focus students on learning. During detentions and suspensions, behavior reflective questions, activities and discussions are completed with the administration to identify the root cause(s) for the misbehavior. Students are asked to explain their misguided behavior, identify responsible behavior choices, and indicate how they can assist their fellow peers in making better choices.

Schoolwide expectations are written in positive statements and posted in all classrooms and places where students gather. Educators have routines posted in the classroom to assist students in ease of transition to maximize instructional time. Parents receive a weekly conduct folder to inform them of the behavior of their child(ren) both positive and those that need to be worked on.

Schoolwide incentive programs of giving wings to classes where all students are on task and expectations are met, and feathers are given to students who are caught with positive behavior in the classroom and around the building and grounds. All staff members including administration, educators, and ESP personnel participate in these programs. Students are rewarded weekly for feathers collected and monthly for wings collected.

MTSS is in place for social, emotional, and behavioral growth for educators to use. Students completed a survey regarding the way they are responded to in times of discipline. The data was used to implement strategies to increase teacher awareness of the SEL culture in the building.

Teachers are strongly encouraged to speak kindly and respectfully to students when correcting behavior by reminding them of the expectations and how could they have handled things differently. Teachers are more willing to discuss how they could have avoided escalating the situation and are more aware of strategies to de-escalate conflict. The school counselor and assistant principal work together with students on restorative processes to enable them to take responsibility for their actions, repair the harm caused by their actions and to resolve conflict with peers and staff members. Staff is made aware of situations in a student's life that could affect how he or she behaves in class in order to support students during difficult times and assist them positive ways to handle those challenges. Students are allowed to speak with the counselor or their mentor when experiencing things that could have an impact on their behavior or academics.

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.

OSA administration and staff believe in the importance of partnering with parents to make a difference in the lives of our students. Parents are given vital information at the beginning of the school year with various ways to contact the administration and staff. The administration has a hands-on relationship with the parents at OSA. They are available to discuss concerns as well as successes with parents. OSA administration and staff are present outside the grounds of the school during the beginning of the day as well as at the end of each school day.

OSA has an interactive website which is updated monthly with all events and important notes to share with parents. Parents also receive regular notifications about upcoming events, celebrations, as well as unforeseen circumstances. Parents receive reminders through the school messaging system and or emails for information that must be delivered immediately.

OSA parents participate in school surveys to address the overall school as well as surveys that occur after each parent/family event. The information is used to address any concerns and to improve programs, workshops, etc. If parents contact administration or staff, they receive a response within 24 hours. If the concern is an urgent matter, they receive a response the same day. OSA parents receive training on parent portal and are solicited to volunteer at the beginning of the school year. All necessary information is readily available for parents to sign up.

OSA parents receive weekly communication from their child's teacher regarding conduct. Parents receive positive and or areas of concerns in the comment section of the conduct/infraction folder from the teacher. Parents are encouraged to view and discuss the comments with their child, respond, sign and return the folder the following day. Parents also have a variety of ways to communicate with their child's teacher through parent portal, class dojo, email, text, and via phone. Staff also arrange, adjust, and extend their schedules to meet with parents in-person to discuss social/emotional, academic, attendance, and behavior. Systems are put in place to address each and parents are informed how they can partner to improve each matter. OSA celebrates students who have exceptional attendance and tracks students' that have excessive absences and tardies. Parents are contacted and a plan is put in place to help improve attendance.

OSA partners with parents through a variety of events before, during, and after school. Regular attendance from parents during school-wide assemblies which highlights students' talents occur throughout the year and other events occur to welcome our parents and families to the school.

Back to School Night which gives parents an overview of the school's priorities, goals, and expectations from the students occur during the second week of school. Grandparents' Day which occurs in October involves a breakfast, a short program celebrating grandparents, and the grandparents get an opportunity to shop at the annual book fair for their grandchildren. Family Reading Night is another opportunity for all families to participate in fun and engaging activities with their children during the month of October. During the month of December, the primary department and administration host the Happy Cafe where etiquette, chivalry, and manners are emphasized. Parents are invited and involved in this joyous event. The Winter Assembly, Spelling Bee, Beta Induction, Awards Assembly, Geography Bee, African-American Heritage Contest, STEM Night, and the Science Fair are all programs where over 90% parent participation occurs. Teachers and administration hold informational sessions and invite parents of particular grades which involve ways to assist their children. NWEA, DIBELS/TRC, and PARCC workshops are conducted as well as Benchmark (3rd, 6th, and 8th) grade meetings are held to discuss the promotion criteria.

Monthly meetings are organized by our LSC, PTO, and PAC team. During these meetings, important information is discussed regarding the overall state of the school as well as budget information.

Parents volunteer on a regular basis for Baggie Books, The Yogurt Social, Book Fairs, Field Trips, Student Appreciation Day, Staff Appreciation Day, Family Reading Night, STEM Night, Literacy Cruise, Male Mentoring activities, Female Mentoring activities, Parent Patrol, and Hot Lunch Fundraisers.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 <input type="checkbox"/> 2 <input type="checkbox"/> <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐

3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

11 of 18 complete

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

Coaching and modeling for grades 4, 7, and 8
 Teachers will attend summits and professional development for best practices
 Implement peer observations surrounding powerful practices which will be determined by
 data analyzation.
 Instructional planning time provided to create authentic tasks and assessments that
 support strategic thinking.
 Provide pre-planning time during the summer months to prepare differentiated
 instruction.

87.00	56.00	62.00	72.00	82.00
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National School Growth Percentile - Math

Coaching and modeling for grades 4th-8th-grade teachers.
 Teachers attend professional development and summits
 Use of map skills, insight reports, and web-based programs such as Study Island, IXL,
 and Khan Academy to inform instruction that will assist in increasing skill proficiency.
 Peer observations on campus as well off campus
 Vertical articulation planning and meetings
 Provide pre-planning time during the summer months to prepare differentiated
 instruction.

58.00	47.00	53.00	63.00	73.00
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% of Students Meeting/Exceeding National Ave Growth Norms

Provide differentiated instruction to enrich the academic needs of individual students.
Provide after-school and Saturday School enrichment programs
Staff will prepare performance-based projects that will increase critical thinking skills.

56.90

57.80

63.00

68.00

73.00

African-American Growth Percentile - Reading

Coaching and modeling for grades 4, 7, and 8
Teachers will attend summits and professional development for best practices
Implement peer observations surrounding powerful practices which will be determined by data analysis.
Instructional planning time provided to create authentic tasks and assessments that support strategic thinking.
Provide pre-planning time during the summer months to prepare differentiated instruction.

89.00

58.00

63.00

68.00

73.00

Hispanic Growth Percentile - Reading

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

English Learner Growth Percentile - Reading

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Reading

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

African-American Growth Percentile - Math

Coaching and modeling for grades 4th-8th-grade teachers.
Teachers attend professional development and summits
Use of map skills, insight reports, and web-based programs such as Study Island, IXL, and Khan Academy to inform instruction that will assist in increasing skill proficiency.
Peer observations on campus as well off campus
Vertical articulation planning and meetings
Provide pre-planning time during the summer months to prepare differentiated instruction.

61.00

45.00

51.00

61.00

71.00

Hispanic Growth Percentile - Math

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

English Learner Growth Percentile - Math

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Math

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

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

Professional Development for all teachers with Differentiated Instruction
Off-Campus Peer observations
Monitoring lesson plans and scope and sequence to ensure leveled instruction is planned
Offer enrichment sessions for students on and above level after school and or during Saturday school.

81.00

79.00

84.00

87.00

90.00

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

Professional Development for all teachers with Differentiated Instruction
 Off-Campus Peer observations
 Monitoring lesson plans and scope and sequence to ensure leveled instruction is planned
 Offer enrichment sessions for students on and above level after school and or during Saturday school.

55.00	49.00	54.00	64.00	74.00
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National School Attainment Percentile - Reading (Grade 2)

Professional Development for all teachers with Differentiated Instruction
 Off-Campus Peer observations
 Monitoring lesson plans and scope and sequence to ensure leveled instruction is planned
 Offer enrichment sessions for students on and above level after school and or during Saturday school.

83.00	71.00	76.00	82.00	88.00
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National School Attainment Percentile - Math (Grade 2)

Professional Development for all teachers with Differentiated Instruction
 Off-Campus Peer observations
 Monitoring lesson plans and scope and sequence to ensure leveled instruction is planned
 Offer enrichment sessions for students on and above level after school and or during Saturday school.

33.00	36.00	41.00	51.00	61.00
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Average Daily Attendance Rate

We will continue with attendance incentives to recognize students with great attendance. We will meet with students and parents who have excessive absences and tardies to motivate improved attendance.

95.90	96.40	97.50	98.00	99.00
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My Voice, My School 5 Essentials Survey

My Voice, My School 5 Essential Survey is analyzed and discussed with staff, students, and parents. Results are considered when redirecting, planning, and improving the culture and climate of the school.

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

0 of 0 complete

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

Strategy 1

If we do...

If we provide increased opportunities for students to produce authentic artifacts and assessments in multiple standards related to real-world Literacy and Math experiences in addition to teachers examining student work in team meetings for evidence of challenging rigor

...then we see...

students in grades K-8 increase their application of DOK levels that will reflect strategic thinking, comprehension of academic language, increased peer collaboration as well as their increased ability to reflect the key shifts in Literacy and Math. We will also see rigorous assessments that are aligned to standards.

...which leads to...

A yearly increase of 6% -10% of overall Reading and Math scores for grades K-8 resulting from increased engagement , comprehension, and interconnection of disciplines.

Tags:
 Rigorous tasks, Rigorous instruction

Area(s) of focus:
 1

Action step	Responsible	Timeframe	Status
Provide teachers with professional development on producing authentic artifacts and assessments	Administration Teacher Leaders	Aug 29, 2018 to Aug 29, 2018	Not started

Academic rigor

A rubric will be created with teachers and administration regarding the examination of students work.	Administration Teachers	Aug 29, 2018 to Aug 29, 2018	Not started
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Rubrics, Assessment review

Strategy 2

If we do...

Professional learning based on individualized areas of professional need and growth, create schedules to conduct peer observations with collegial, supportive feedback in addition to providing a mentor to new teachers

...then we see...

Teachers increasing their application of new knowledge and resources that will advance student learning in all content areas; teachers professionally reflecting and implementing suggestions received from peer observations; new teachers demonstrating greater ease at navigating through important initiatives and with the teaching environment

...which leads to...

A yearly increase of 6% -10% of overall Reading and Math scores for grades K-8 resulting from differentiated professional learning, peer observations, and increased collegial conversations.

Tags:

Professional Learning, Mentor teachers

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Goal setting meetings with teachers and admin, provide professional readings for staff and admin that are aligned to professional development, provide professional development based on individual needs of staff	Admin Teachers	Aug 30, 2018 to May 30, 2019	Not started

Professional learning cycles

Expectation and responsibility meetings of selected mentor teachers with administration	Admin Mentor teachers	Aug 30, 2018 to May 30, 2019	Not started
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Strategy 3

If we do...

Implement and consistently monitor the usage of Naviance to aid students in developing an Individual Learning Plan that will track students' 6th – 8th grade goal settings, courses and strengths based on responses to career interest surveys; increase student awareness to academic and professional worlds beyond K-12; explore opportunities to provide summer learning experiences to minimize loss and support transitions

...then we see...

Students demonstrating increase awareness regarding requirements for potential enrollment in 8th grade Algebra, HS selection/application, career readiness and awareness; an increase in the usage of and reference to Naviance by the 6th to 8th grade students; academic transition camps for K, 3rd, 6th, and 7th grade

...which leads to...

A 6%-10% increase of students academically preparing themselves to successfully enroll in and pass 8th grade Algebra; A 6%-10% increase number of students applying to and being accepted at selective enrollment high schools; increased number of students identifying personal talents and skills that will spark interest in career options; students enrolling in academic transition camps during the summer before school starts for Kindergarten, 3rd, 6th ,and/or 7th grade.

Tags:

Career, Transitions, College and career readiness

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
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Monitor Naviance progress
 Career Days comprised of individuals, and possible Owen alumni, with a variety of professions or vocational skills.
 Provide summer orientation/transition programs for incoming Kindergartners, 3rd, 6th, and 7th graders

Administration
 Volunteers from various professional and trade base careers Counselor
 Teachers

Sep 4, 2018 to
 May 3, 2019

Not started

Preparation, College & careers

Monitor bi-monthly usage of Naviance

Admin
 Counselor
 Teachers

Sep 4, 2018 to
 Jun 3, 2019

Not started

Career readiness, Planning and prep

Strategy 4

If we do...

Set measures and expectations for maintaining Staff Mentor/Mentee relationships, allow a monthly advisory time for students in grades 3-8 to converse with their homeroom teachers, provide opportunities for upper grade students to support the primary students, provide female and male mentoring participants the opportunity to volunteer in the community, create activities connected to the PATH's announcement, provide the students a chance to have peace circles with peers, and allow the Principal Advisory Committee an opportunity to lead panel discussions between staff and students.

...then we see...

positive relationships among students to students, students to staff, and staff to staff.

...which leads to...

A rich and positive culture and climate filled with positive adult and student relationships as evidenced with a 30% favorable increase on the school wide survey. In addition a strong implementation plan to measure outcomes of student to student and student to staff relationships will be established.

Tags:
 Student interactions, Trust building, Respect and rapport

Area(s) of focus:
 4

Action step

1. Administration and staff will collaborate to establish bi-weekly and or monthly activities for the staff mentor/mentee relationships
2. A schedule and topics of discussion will be developed and created for the monthly homeroom advisory time
3. The female/male mentoring mentors/mentee participants will collaborate and plan a schedule of events and dates for service to the community
4. Teachers in grades K-8 will reinforce the daily PATH announcement by including it as an activity within a discipline
5. Select and highlight a PATH student for the week
6. Staff and students will collaborate to choose discussions and dates for peace circles
7. The advisory committee will meet at the beginning of the school year to set up their calendar for monthly meetings. They will also discuss possible topics and projects for the year and how they will get the students in K-8 input.

Responsible

Administration
 Teachers
 Staff
 Students

Timeframe

Sep 4, 2018 to
 May 31, 2019

Status

Not started

Agenda, Activities, Advisory council, Action planning

Action Plan

Strategy 1

NOT STARTED

Provide teachers with professional development on producing authentic artifacts and assessments"

Aug 29, 2018 to Aug 29, 2018 - Administration Teacher Leaders

Status history



NOT STARTED

May 03, 2018

Evidence
Artifacts Assessments

NOT STARTED

A rubric will be created with teachers and administration regarding the examination of students work."

Aug 29, 2018 to Aug 29, 2018 - Administration Teachers

Status history



NOT STARTED

May 03, 2018

Evidence
Rubrics

Strategy 2

NOT STARTED

Goal setting meetings with teachers and admin, provide professional readings for staff and admin that are aligned to professional development, provide professional development based on individual needs of staff"

Aug 30, 2018 to May 30, 2019 - Admin Teachers

Status history



NOT STARTED

May 03, 2018

Evidence

1. Goal setting worksheet 2. Google file folder as a resource for professional articles 4. Action plans from professional readings 5. Agendas from professional development and next steps 6. Surveys with suggestions for professional development

NOT STARTED

Expectation and responsibility meetings of selected mentor teachers with administration"

Aug 30, 2018 to May 30, 2019 - Admin Mentor teachers

Status history



NOT STARTED

May 03, 2018

Evidence
Agenda, sign- sheets, Mentor & Mentee monthly status reports

Strategy 3

NOT STARTED

Monitor Naviance progress Career Days comprised of individuals, and possible Owen alumni, with a variety of professions or vocational skills. Provide

summer orientation/transition programs for incoming Kindergartners, 3rd, 6th, and 7th graders"

Sep 04, 2018 to May 03, 2019 - Administration Volunteers from various professional and trade base careers Counselor Teachers

Status history

May 3

NOT STARTED

May 03, 2018

Evidence

Agenda, sign in, evaluations Pre and Post Exit slips

NOT STARTED

Monitor bi-monthly usage of Naviance"

Sep 04, 2018 to Jun 03, 2019 - Admin Counselor Teachers

Status history

May 3

NOT STARTED

May 03, 2018

Evidence

Individualized Learning Plans for students Bi-Monthly status report and monitoring too

Strategy 4

NOT STARTED

1. Administration and staff will collaborate to establish bi-weekly and or monthly activities for the staff mentor/mentee relationships 2. A schedule and topics of discussion will be developed and created for the monthly homeroom advisory time 3. The female/male mentoring mentors/mentee participants will collaborate and plan a schedule of events and dates for service to the community 4. Teachers in grades K-8 will reinforce the daily PATH announcement by including it as an activity within a discipline 5. Select and highlight a PATH student for the week 6. Staff and students will collaborate to choose discussions and dates for peace circles 7. The advisory committee will meet at the beginning of the school year to set up their calendar for monthly meetings. They will also discuss possible topics and projects for the year and how they will get the students in K-8 input."

Sep 04, 2018 to May 31, 2019 - Administration Teachers Staff Students

Status history

May 3

NOT STARTED

May 03, 2018

Evidence

Schedules Calendar of Events, P.A.T.H. board for Students, lesson plans to include topics for peace circles, school wide survey results

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.

Parents will be invited to meetings on a monthly basis to discuss ESSA, Title I Parent Involvement Policy, and how they can become involved in our school for the purpose of improving the academic achievement of their children. They will be notified of the meeting with the school's newsletter, website, letters sent home, and by our out-calling phone system.

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

The annual meeting will be held at the beginning of the school year, at the time convenient to parents, to provide them with information regarding the school's participation in NCLB and Title I programs. Additional meetings for parents, including the PAC Committee Meetings, will be held on a regular basis to provide parents with information and to receive their input and feedback. The date of the Title I Annual Meetings and our Title I PAC Organizational Meeting will occur in the Fall of 2018.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school will provide opportunities for parents to hold regular meetings for the purpose of providing parents a forum to voice their suggestions and give their recommendations regarding how to provide a high-quality education for their children.

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.

Progress reports are sent home to parents every 5 weeks and report cards are sent home at the end of every quarter. Additionally, parent reports from, NWEA/MAP and DIBELS are sent home to parents after the administration of the assessment.

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.

At the beginning of each school year, parents are provided with letters informing them they may request the status of the child's teacher. Furthermore, if their child is assigned to a teacher that is not "highly qualified", they will be notified immediately.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their

child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents will be provided with this information at PAC Meetings, IEP Meetings, LSC Meetings, parent conferences, and at other parent meetings help to equip parents with skills to help their children succeed academically and socially

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.

Parent training will be provided to parents on Understanding the Common Core State Standards for ELA and Math, Understanding DIBELS and NWEA/MAP Assessments and the PARCC Assessment.

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.

Staff will be provided with information relevant to having parents involved in our school and how to utilize them as partners in the educational process of their children. This information will be presented to teachers at professional development trainings and common planning meetings.

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.

Even though we do not have a pre-K or Headstart program, information will be provided to parents with young childrens to equip them with assisting their children with transitioning to Kindergarten. A Kindergarten Orientation will be held to provide parents with information regarding necessary supports to ensure academic and social/emotional success of their Kindergaten child(ren).

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.

Information related to parents involvement activities will be sent in languages understood by our parents.

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.)

Students are provided with a high-quality education by ensuring all teachers are highly qualified and skilled in their subject matter. We utilize various assessments: NWEA/MAP, classroom assessments, and class work, to differentiate the students' instruction. We also use the results of these assessments to provide students with interventions to assist them with improving their skills. Administrators also utilize REACH observation results to highlight effective teaching strategies of teachers and to offer feedback in areas needing improvement.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences are held two times per academic year, November 2018 and April 2019. Parent conferences are also held as needed when requested by parents, teachers, or administrators.

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 will be provided with progress reports at the 5-week period and at the end of each quarter. They also receive reports of their child's DIBELS and NEWA/MAP assessments after each administration. Parents are given passwords to monitor their child's grades on GRADEBOOK through the CPS Parent Portal.

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

Teachers are available to meet with parents during their preparation periods, and during appointments before or after school. Parents are also encouraged to remain in contact with parents through phone calls and by e-mail.

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 provided with information related to the volunteer opportunities at the school. They may volunteer as Room Parents, Parent Patrol Workers, Classroom helpers, Primary Reading Parents, Chaperones for field trips, PTO representatives, etc.

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

Student agendas are provided to the students at the beginning of the school year. Students record their assignments and parents are able to sign off on completed work. Teachers also record notes about assignments in the agendas for parents to respond to. When students are absent/tardy, parents are notified.

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 may participate in the decision-making of the school by providing their input at PTO, LSC, P AC, and other meetings held for parents.

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

Students will also be responsible for their own learning by coming to school on a daily basis on time, having all necessary materials and supplies, completing all assignments/studying for assessments, and having a positive attitude shown by demonstrating positive behavior at all times.

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.

November 2018 - Gradebook Training for Parents- Provide parents with training to help them navigate the Gradebook to monitor their child's grades.

December 2018 -Family Math Night- Provide parents with strategies to help their children by engaging them in literacy activities.

March 2019- Math Workshop for Parents- Engage parents in math workshop to increase their understanding of CCSS and the mathematical practices.

January - 2019 - Reading Workshop for Parents- Provide training to parents to increase their knowledge of Common Core Standards.

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

Account(s) Description

Allocation

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

53405	Supplies	\$	Amount	.00
	In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.			

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

\$	173	.00
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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
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	221	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	300	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

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

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

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

\$	Amount	.00
----	--------	-----