Robert J Richardson Middle School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/01/2018	14	School Excellence Framework
03/15/2018	15	Gather evidence to determining school score for School Excellence Framework
04/05/2018	15	Identify Framework Priorities based on evidence collected from the SEF
04/13/2018	16	Review of evidence collection
04/27/2018	16	TOA, Strategies, and Action Steps
04/30/2018	5	Curriculum, one of the priorities
04/30/2018	4	Relational Trust, TOA, Strategies, and Action Steps
05/03/2018	14	Review of Theory of Action and Action Steps

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1   2   **3**   4

Set the direction and create a sense of purpose by building consensus on and implementing a shared vision:

In collaboration with multiple stakeholders, a school-wide vision and mission (posted in classrooms/main entrance) have been designed in accordance with the steps the school will take to achieve its long-term goals. Teachers engage in weekly grade level and monthly content led meetings with the focus on: off-track data, attendance, Vertical articulation, common assessments, student work, implementation plans etc. Principal communicates with staff via the Rhino's weekly updates that are sent electronically.

-Outside Providers for professional developments
-Developing curriculums & programs in order to implement
-After School grant & teacher proposals for after-school programs offered
-Parent involvement (hall monitors, parent outreach, parent training)

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1　2　**3**　4

The ILT has organized and established the following structures:
-Meet regularly (2-4 times per month).
-Use an agenda with a clear focus.
-Members of the ILT team participate in Network/District led PD.
-ILT members engage in reading professional articles, peer observations, learning walks, share out through grade level meeting and the
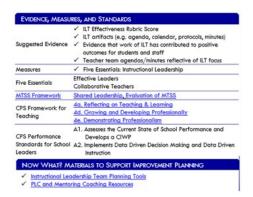development of a school-wide powerful practice.
-Creating a vision and mission statement as well as an elevator speech.
-Creating a cohesive and collaborative approach to areas of focus or issues of concern.
- Grade level meetings include ILT areas of focus

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

Professional Learning:

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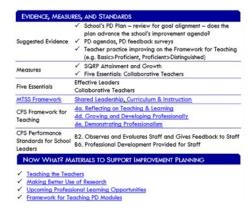
Score

1   2   **3**   4

Teachers utilize multiple forms of data to help identify performance and practice gaps to inform instruction (On-Track, NWEA data, 5E data, formative and summative assessments).

-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.
-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.
-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.
-Conduct frequent non-REACH observations to provide coaching and actionable feedback.
-Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.

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	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

Score

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.

Evidence:

-Time distributions for some grades meet required minutes (6-8), 5th grade does not.
-Richardson obtained $21,627.46 through the "Out of School Time Grant" to fund after-school programming.
-The administration is actively working to build a pool of highly qualified staff members.
-The administration has provided staff with flyers/information for teachers to earn their ESL endorsement at a discounted rate with financial support from CPS.
-The administration team uses a protocol for questioning and selecting highly qualified candidates.
-The administration team requires a demonstration lesson from candidates prior to hiring.
-Administration checks teacher's previous performance at prior places of employment.
-When appropriate, administration includes Lead Content Teachers or department members during the interview process.
-Teachers are assigned to content and grade levels based on their strengths and the needs of the school
-The Administration, Culture & Climate Committee and staff have worked together to create a positive climate and working conditions for teachers. (Holiday party, one year anniversary celebration, positive affirmations throughout the school, Administration actively supporting teachers especially with discipline, positive morning announcements, weekly update with positive messages, "Staff Shout Board", "Take a Compliment" flyers, positive affirmations on North stairwell, allowing for paid collaboration within departments which does build camaraderie)
-Everyone was welcome to join ILT & an effort was made to have a representative from every grade level and department.
-Content Lead Teachers were chosen by the administration.
-Grade Level chairs volunteered for the position...
-Committee chairpersons were decided within each committee, not appointed.
-The administration is open to allowing teachers to pursue professional development opportunities outside the school and has accommodated schedules to do so.
-The Administration uses exit interviews to solicit information and understand why staff is leaving the school or district.
-The Administration has created a BAC and holds monthly meetings with parents.
-The Administration has hired many parents to work within the school and utilizes their talents (making decorations, hosting after-school programs, recess monitors, hallway monitors)
-Parents volunteered during Family Nights and the week of the Scholastic Book Fair assisting students.
-We are currently partnering with Metropolitan Family Services and working to monitor their impact on student success

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ Aligning Resources with Priorities: Focusing on What Matters Most
- ✓ Instructional Supports
- ✓ Strategic Source Vendor List
- ✓ CPS Instructional Time Guidelines: Elementary School Overview
- ✓ CPS Instructional Time Guidelines: High School Overview
- ✓ CPS Instructional Block Guidance: K-2 Literacy
- ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

Score

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

1   **2**   3   4

Evidence:

-Currently, departments are creating cohesive scope and sequences during their content area meetings.
-Currently, departments are examining formative data to determine mastery and pace.
-Some teachers utilize essential understandings and essential questions in their teaching.
-Richardson now has a book room where both fiction and non-fiction leveled readers are available for all teachers to utilize.
-There are inconsistencies among grade levels as to the materials used to teach the curriculum which is evident in teachers' lesson plans.
-Some teachers are using Compass Learning to assign individualized lessons based on a student's needs.
-Some teachers are using ESL strategies in their daily lessons.
-Most teachers are making accommodations and modifications for diverse learners.
-There is some evidence of teachers integrating social and emotional learning into academics, but there is not a cohesive program being implemented.
-A few teachers have integrated field-based learning by partnering with museums (7th grade with Lincoln Park Zoo,...)

Parent Interviews or Home Visits to determine a student's acculturation are not conducted. Home visits foster an appreciation of how a family uses all types of resources to engage life. These family visits reveal what skills, values, traditions, constraints, stressors/struggles, support systems, and systems of exchange your student's family possess. This knowledge becomes an asset: teachers can incorporate opportunities into lessons allowing for particular students to showcase her/his strengths and the administration/staff can utilize the strengths of the parents within the schools.
Due to the lack of a comprehensive Home Language Survey, Parent Interviews, and Home Visits we do not have enough information to provide the right kinds of opportunities to explore and celebrate are our student's community, culture, history, and language.
Some teachers are tailoring their curriculum to the strengths, needs, and interests of each student through differentiation of content or rigor, choice boards, etc. This is evident through lesson plans, Khan Academy, and compass learning.

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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum	

Instructional Materials:

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

Score

1   2   **3**   4

Evidence:

-Materials used by teachers are aligned to curricular plans and expectations of the standards.
-All teachers use materials effectively to reach desired learning outcomes and adapt them based on the needs of their students.
-Some content areas have a designated and used curriculum (Math for example), while we are finding new and standard curriculum to use across each grade level in the content areas.
-Some teacher adapt content but instructional materials and curriculum are in Spanish primarily. For example, in math directions can be translated into Spanish, but texts and resources are only in English.
-Many teachers are using a variety of resources involving technology, instructional materials or grade-appropriate levels of text. We are also working on meeting the needs of students at various levels of performance by bringing in various resources such as Khan
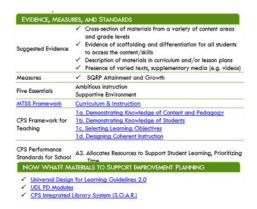Academy and Trail Blazers for unique individualized instruction and assessment. We are working on the book room and having working technology in each classroom that is readily available.

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	✓ 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	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	
✓ 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

> High learning expectations are set in most classrooms. When walking through classrooms it is evident on the walls that students are expected to learn and grow. Most teachers have the objective written somewhere everyday to show students what they are expected to learn by the end of the lesson. We are currently working on having students assume more responsibility by guiding and prompting them with discussion starters and peer revision/editing work. Everyday during morning announcements students are encouraged to start their day right and to come to school everyday. An attendance challenge was started to encourage students to receive 100% attendance in every classroom. Planned and assigned tasks that are cognitively challenging for groups of students rather than at an individual level is done by the majority of teachers. We are working on having all teachers challenge students at an individual level by providing them with more resources as well as professional development to enhance their ability. All teachers plan and assign tasks that are integrative and draws on multiple standards. Mathematical reasoning is constructed in problems as well as critique of other possible solutions. Teachers provide opportunities for students to create authentic work for audiences beyond the classroom for example publishing work on the internet or in text.

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

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

TRANSITIONS -
Counselor works with all 8th grade students to ensure communication of High School Fairs, Freshman Connection, High School Investigation days and, GoCPS information are shared with all students.

AWARENESS -
Counselor works with all 8th grade students to ensure students are exposed and able to navigate the Naviance platform. Naviance is a fully integrated platform designed to help raise student accountability and performance across a number of key indicators leading to increased engagement, improvements in academic performance, and overall workplace and college readiness.
Students and teachers also have access to the Success Bound Curriculum located in the knowledge center. Professional training is currently being provided to admin and counseling team. The Success Bound Curriculum focus on 3 areas: On-Track, Student Goal Setting and HS Transition.
Parents are made aware of academic opportunities and supports for their children.

READINESS -
8th grade Algebra is provided to all eligible 8th grade students.
Teachers share on/off track data with students. Teachers engage students in goal setting strategies as well as conferring with students regarding students grades and attendance.
Students are given an opportunity to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting by participating in College and Career Night.

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	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	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

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ CPS College Persistence Toolkit
✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching

Instruction:

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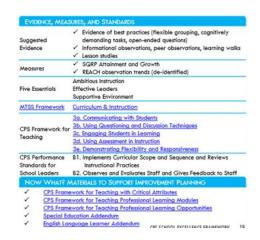
Score

1 **2** 3 4

-Purposing of the lesson posted on the board in every class - What, How, & Why of each lesson.
-Flexible Grouping in some classes
-Informal observations by the administration.
-Some teachers teach students levels of questions (DOK, Costa's, etc)
-Supports given to students in need during MTSS time in some classes.
-Formative and Summative assessments given in classes to check student understanding & progress. Extra support is given when needed.
-A variety of teacher created and selected assessments per content area
-NWEA analysis in Grade Level meetings

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) ✓ 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	

CPS SCHOOL EXCELLENCE FRAMEWORK   10

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

-Each content area has a set grading weight.
-Ontrack & Off track data provided and analyzed at grade level meetings.
-A variety of teacher created and selected assessments per content area
-NWEA analysis in Grade Level meetings

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

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

-On/Off Track Data reviews in Grade Level in teams, but not completely gearing strategies in order to focus in on students who are performing below
-After School Homework Help 5th - 8th provided for students needing help
-Rolling out Path Blazers and Khan Academy for Reading and Math interventions
-Attendance Challenge to increase students' interest
-Team meetings for common planning

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards

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

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

-Teachers use strategies that reinforce and cultivate students curiosity such as QFT and inquiry-based learning programs like DBQ.
-All teachers purpose lesson by including the what, how, and why in their lesson objectives.
-We encourage daily and timely attendance by class competitions and rewarding classrooms with a trophy and dress down day.
-Richardson clearly displays school-wide expectations for academic and personal success throughout the building by posting our B.E.S.T. Matrix throughout the campus.
-Teachers use self-assessment rubrics throughout the contents so that students can self-assess and monitor progress.
-Overall we are helping students to develop academic mindsets and behaviors by modeling such to students and by going full force in building culture and climate at Richardson; Rhino Store, RAK, community outings, and circles.
-Students are given grade-appropriate learning objectives, as teachers use the Common Core Learning Standards. Science uses NGSS; Social Studies uses NCSS standards.
-Teachers differentiate their instruction by providing modifications and accommodations and by creating homogenous groups when working on specific skills so all students stretch to not only meet but exceed personal learning goals. (Literature Circles and Guided groups)
-Students with A and B Honor roll and Perfect Attendance get recognized with an award at a semester Awards Assembly
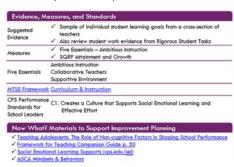
Guide for Culture for Learning

- Create a culture that reflects a shared belief in the importance of learning and hard work.
    - Use strategies to reinforce and cultivate student curiosity.
    - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
    - Consistently communicate the expectation that all students can achieve at high levels.
    - Utilize strategies to encourage daily and timely attendance.
- Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
    - Clearly display school-wide expectations for academic and personal success throughout the building.
    - Set high expectations according to grade-appropriate learning objectives.
    - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.

- Recognize high levels of student achievement. All students receive recognition.
- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	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	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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.

• Richardson Middle School is working collaboratively with its teacher, students, and parents to ensure the school is working towards
creating a safe, nurturing and trusting environment conducive to learning.
• SEL standards are embedded into the curriculum to ensure students and adults are building relationships.
• Restorative and non-punitive practices are the norm at the school. Adult/students interactions are mostly positive, caring and respectful.
• Richardson utilized the Kindness Challenge Platform as a way to build mutual respect among student-student, adult-student, adult-
adult and overall expectations for being kind to each other (gender, race, culture, etc.).
• The Administration, Culture & Climate Committee and staff have worked together to create a positive climate and working conditions
for teachers. (Holiday party, one-year anniversary celebration, positive affirmations throughout the school, Administration actively supporting teachers especially with discipline, positive morning announcements, weekly update with positive messages, "Staff Shout
Board", "Take a Compliment" flyers, positive affirmations on North stairwell, allowing for paid collaboration within departments which
does build camaraderie). Everyone was welcomed to join ILT & an effort was made to have a representative from every grade level
and department. Content Lead Teachers were chosen by the administration, Grade Level chairs volunteered for the position. Committee chairpersons were decided within each committee, not appointed. The administration is open to allowing teachers to pursue professional development opportunities outside the school and has accommodated schedules to do so.
• Richardson Middle School will continue to utilize the 5E survey, climate and culture survey, and parent and student surveys to ensure
data is being reviewed to implement a plan supporting a welcoming and nurturing school climate and culture.
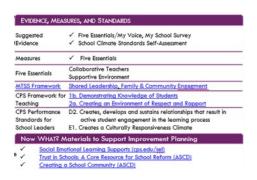
Guide for Relational Trust

- **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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	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:

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

Score

1   2   3   4

> Teachers teach about the functions of local, national, and international governments and their political structures.
> -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 power as an individual and as a member of society.
> -Students become informed voters because they learn about the history and structures of the local and national voting process, however, ballot issues, and learning about candidates is sometimes taught.
> -Teachers do engage students in discussions about current and controversial issues.

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	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 **2** 3 4

> We are currently working on ensuring all students and adults feel physically, socially, intellectually and emotionally safe throughout the school. During a professional development, teachers took a trauma training which proceeded with a practice of peace circles. Teachers were encouraged to conduct peace circles throughout their lessons on a weekly basis. Handbooks/manuals on topics, expectations, talking points, etc. were given to each grade level team. Building a safe space for students to learn and share their opinions is constantly being worked on and improved in each classroom. Ensuring that each and every student has someone they trust that they can talk to is a priority for our school community. An at risk student coordinator was brought in this year to assist the school counselor as well as teachers with any concerns. Staff who does not have a homeroom class is required to stand at all entrances to ensure safe, efficient and orderly transitions every morning and afternoon. Classroom jobs are assigned in a majority if not all classrooms so students contribute to the management of classroom routines. Morning announcements are done every morning with a positive message to encourage students start their day in the right direction. A school wide B.E.S.T. rubric is seen throughout the hallway and classrooms to show students expectations for not only their school work but behavior as well personal goals within themselves. A kindness challenge was started throughout the school to encourage students to be more kind throughout their day.

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)**
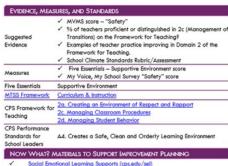 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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.

> Restorative Justice Professional Developments on trauma and techniques
> Talking Circles
> My Voice My Survey responses in a specific class to give needed time to complete (students)
> Discipline Matrix -- mapping out classroom managed behaviors vs office
> Referral forms
> Dean of Students to help work more closely with students who need further guidance
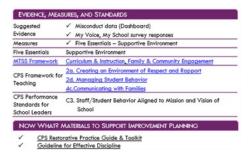> Hall passes to know where students are going/coming from
> Restorative and non-punitive practices are the norm at the school and have been established.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and

logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ 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.

Evidence:

-Richardson Middle School is working to build and establish a two-way partnership with its parents and community members.
-Throughout the school year, parents have been invited to participate in engaging family activities such as Literacy Night, Math Spook-tacular Night, High School Information, Science Fair, Social Studies wax museum, Art, and Music Gala, etc...
-Parents are invited to participate and attend monthly ESSA and BAC meetings where parents engage in informational workshops and have the opportunity to ask questions and raise concerns to the Principal.
-Parents have multiple opportunities to get involved as partners through Richardson's parent volunteer program, Parent Patrol, attending monthly parent workshops, parent conference, and supporting parents in signing up for parent portal.
-Two-way communication with families is done through a monthly parent/student newsletter, school website, robo-calls, and phone calls. -School Information is provided to parents in both English and Spanish.
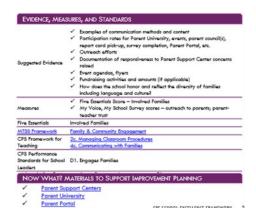
Guide for Parent and Family Partnership

- **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

School Excellence Framework Priorities

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

3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
62	*(Blank)*	*(Blank)*	62.00	77.00	82.00
National School Growth Percentile - Math					
34	*(Blank)*	*(Blank)*	34.00	58.00	63.00
% of Students Meeting/Exceeding National Ave Growth Norms					
53.9	*(Blank)*	*(Blank)*	53.90	58.90	63.90
African-American Growth Percentile - Reading					
1	*(Blank)*	*(Blank)*	1.00	46.00	51.00
Hispanic Growth Percentile - Reading					
66	*(Blank)*	*(Blank)*	66.00	79.00	84.00
English Learner Growth Percentile - Reading					
56	*(Blank)*	*(Blank)*	56.00	63.00	68.00
Diverse Learner Growth Percentile - Reading					
76	*(Blank)*	*(Blank)*	76.00	70.00	75.00
African-American Growth Percentile - Math					
69	*(Blank)*	*(Blank)*	69.00	92.00	95.00
Hispanic Growth Percentile - Math					
56	*(Blank)*	*(Blank)*	56.00	61.00	66.00
English Learner Growth Percentile - Math					
4	*(Blank)*	*(Blank)*	4.00	45.00	50.00
Diverse Learner Growth Percentile - Math					

22	(Blank)	(Blank)	22.00	48.00	53.00

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

65	(Blank)	(Blank)	65.00	70.00	75.00

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

43	(Blank)	(Blank)	43.00	50.00	55.00

National School Attainment Percentile - Reading (Grade 2)

Richardson Middle School services students in grades 5-8	(Blank)	(Blank)	0.00	0.00	0.00

National School Attainment Percentile - Math (Grade 2)

Richardson Middle School services students in grades 5-8	(Blank)	(Blank)	0.00	0.00	0.00

% of Students Making Sufficient Annual Progress on ACCESS

No data to input- Since ACCESS 2.0 is a new assessment, WIDA will not be able to produce national norms to determine the annual growth. Goals will be updated upon receiving ACCESS data from the district.	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

95.01	(Blank)	(Blank)	95.01	96.00	96.00

My Voice, My School 5 Essentials Survey

Our goal is to go from Organized to Well Organized. We will engage all stakeholders to do a deep dive to ask teachers, students, and parents to provide input into the areas of need and establish an action plan to strengthen our school climate and culture.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
On Track Goal					
58%	(Blank)	(Blank)	58.10	60.00	65.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Establish a school-wide grading and assessment policy which mirrors college and career readiness programs (i.e. AVID, Success Bound, Naviance, SAT/ACT) and Implement standards aligned assessments which closely monitors student progress	ongoing data cycles that use common language for performance indicators across all grade level teams and vertical content areas	Consistent effective measures of student progress, shared accountability of progress monitoring, and an increase in student understanding of academic reports as it relates to articulating goals and making their transition to secondary education. In addition, there will be an increased growth and attainment results measured by NWEA MAP and On Track measures.

Tags:
Assessment, Grading

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Research and invest in technology-based tool used for school-wide Interim Assessments (i.e. PathBlazers)	Admin ILT Teachers	Mar 5, 2018 to Aug 1, 2018	On-Track

Assessment data, Assessment tools

Reflect common assessments in department's curriculum maps	Lead Content Teachers	May 1, 2018 to Aug 24, 2018	On-Track

Curriculum maps, Common asssessments

Establish schoolwide Alpha-based performance indicators (A=_, B=_, C=_, D=_, F=_) and policy for make-up / late-work	ILT Teachers	Jul 1, 2018 to Aug 24, 2018	Not started

Retake-opportunities, Standard grading policy

Establish norms through vertical teams, for using standards-based rubrics, checklists for their content area	Teacher	Mar 5, 2018 to Aug 24, 2018	On-Track

School wide norms, Content teams

Provide Professional Development on New ASPEN Gradebook	Change Champions Admin Teachers	Jun 18, 2018 to Jan 7, 2019	On-Track

Gradebook, Aspen

Engage in ongoing professional Development related to balanced assessment with discussions about accommodations and modifications for Diverse Learners and English Language Learners	Admin Teachers	Jul 1, 2018 to Jun 30, 2019	Behind

Balanced assessment, El learners

Strategy 2

If we do...	...then we see...	...which leads to...
Develop vertically aligned curriculum maps and unit plans, to include essential questions, enduring understandings, and AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies that directly address the school's implementation plans	Cohesiveness within vertical and horizontal team collaboration	students building upon foundational skills with each grade level achieving a 65% on-track rating and 75% of the students showing growth on EOY NWEA MAP

Tags:
Vertical aligned, Teacher teams, Textbook, Unit plans, Teacher practice, Texts, Teacher created units, The taught curriculum, The written curriculum

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Content teams will meet monthly and will develop curriculum maps, including comprehensive unit plans, to submit to administration by July 30th	Content Leads	Jul 9, 2018 to Jun 28, 2019	Not started

Teacher collaboration, Teachers teams, Vertical planning, Teacher implementation, Unit plans, Vertical and horizontal mappiping, Teacher created units, Unit writing, Unit integration,

Vertical and horizontal alignment

ILT conducted instructional walks to monitor implementation of curriculum map	ILT	Oct 1, 2018 to Jun 17, 2019	Not started

Rubrics, Implementation monitoring, Instructioal walks

Develop a school wide schedule that reflects the minimum required CPS minutes in each content area	Principal/Assistant Principal	Jul 2, 2018 to Jul 31, 2018	Not started

Scheduling, Time for learning

Develop weekly lesson plans that include AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies, WIDA Language Standards, CCSS, NGSS, ILSS and SEL.	ILT	Jul 23, 2018 to Jun 19, 2020	Not started

Lesson plans, Strategies, Standards, Sel standards

Monitor lesson plans and the implementation of the curriculum maps that were developed	Administration	Sep 10, 2018 to Jun 19, 2020	Not started

Lesson plans, Curriculum & instruction, Curriclum maps, Monitoring and accountability, Classroom walkthrough

Add books of varied levels and genres to the classroom libraries, that are aligned to the curriculum maps at each grade level	ELA team	Jul 9, 2018 to Jun 19, 2020	Not started

Differentiation, Leveled books, Classroom libraries, Independent reading

Give all students access to the school library	Librarian	Sep 10, 2018 to Jun 19, 2020	Not started

Scheduling, Instructional material, Library, Student interest, Books, Leveled books

Train teachers on Balanced Literacy and how to utilize the Scholastic Leveled Bookroom	ELA team	Aug 27, 2018 to Jun 19, 2020	Behind

Balanced literacy, Guided reading, Professional developoment

Implement Pathblazers for ELA and Khan Academy for math, technology tools, as an enrichment/intervention tool	Administration	Sep 4, 2018 to Jun 17, 2019	Not started

Technology, Enrichment, Technology integration, Interevention, Compass learning, Khan academy

Strategy 3

If we do...	...then we see...	...which leads to...
If RMS creates a trusting, safe, and nurturing environment conducive to learning for all staff, students, and families focused on improving instruction and building trusting relationships.	shared responsibility and accountability among all stakeholders creating supports for continuous improvement	a rating of "strong implementation" of collaborative teachers and supportive environment indicated in the 5Es from all stakeholders.

Tags:
Behavior and Safety, Cycles of professional learning, Academic gain, Professional development, Growth mindset, Relational trust, 5 essentials, Shared vision, Adult social and emotional learning, Positive relationships, Safety

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status

Develop a Vision and Mission statement representing one voice and one message driving the work of Richardson Middle School in preparing all students to be college and career ready.	Multiple stakeholders (Teachers, parents students and community members).	Sep 5, 2017 to Jun 30, 2020	On-Track

College and career, Mission and vision, Shared expectations, Shared values

Create a positive school community and culture by leveraging PBIS, B.E.S.T Matrix, and Calm Classrooms /as the vehicle for creating a trusting, nurturing, and safe school environment at RMS. /Admin will ensure all stakeholders are familiar with school-wide initiatives and expectations by providing training and school-wide assemblies for teachers, students, recess monitors, security, parent volunteers and staff./ Staff will receive resources and materials to support the implementation of these school-wide initiatives.	Admin, Climate and Culture Team, Disciplinarian	Sep 5, 2017 to Jun 30, 2020	On-Track

Climate and Culture, Incentives, Calm classroom, Pbis program

Involve teachers in reviewing and analyzing 5E and MVMS data with the focus on measures of Relational Trust: Leadership-Staff Relationships, Staff-Student Relationships, Student-Student Relationships, and Staff-Staff Relationships. Teachers will identify area(s) of concern and provide professional development on, What is Relational Trust? Why Relational Trust is important? What structures do we currently have in place that foster building positive relationships at RMS?	Climate and Culture	Jun 30, 2019 to Jun 30, 2019	Not started

Relational trust, Professional developoment, Staff training, Positive relationships, 5e, Mvms

Establish a strong Student Support team with a clear vision for Tier 1 academic and behavior supports. Ensure teachers are familiar with Richardson's referral process for both discipline and social-emotional supports. Classroom teachers will receive training to implement the calm classroom program, talking circles, peace circles, trauma training, student mapping, restorative conversations, and B.E.S.T matrix as the foundation of Tier 1 systems of support for all classrooms at RMS. Decreasing disorderly student behavior and increasing teacher-student positive relationships. (Student support team: At-risk coordinator, counselor, dean of discipline, social worker, and teachers)	Student Support team: At-Risk Coordinator, Counselor, School Nurse, Dean of Discipline, social worker, climate and culture team and Admin	Sep 5, 2017 to Jun 30, 2020	On-Track

MTSS, Academic supports, Tier 1, Social emotional learning, Student supports

Establish a strong BHT team with a clear vision for Tier 2 and Tier 3 support systems. The BHT team will design evidence-based small group and individual interventions provided for students who need additional support to develop their social and emotional skills. (BHT team: At-risk coordinator, counselor, counselor assistant, school nurse, dean of discipline, 2 social workers)	BHT team: At-risk coordinator, counselor, counselor assistant, school nurse, dean of discipline, 2 social workers	Apr 1, 2018 to Jun 30, 2020	On-Track

Social emotional, Vision, Bht, Evidence-based interventions

Increase opportunities for parent engagement at RMS by establishing partnerships with parents that include learning opportunities, volunteer opportunities, and leadership opportunities. Parents will be more aware and involved in the day to day functions of the school while creating more amiable relationships with their children and the school community.	Admin, PAC & BAC,	Sep 5, 2017 to Jun 30, 2020	On-Track

Relationships, Parent partnerships, Volunteer, Parent engagement

SEL time will be embedded into the school day schedule. Teachers will ensure SEL standards and strategies are incorporated into their daily lessons. SEL strategies will be incorporated during grade level, ILT, climate and culture, admin, parent and classroom meetings. Thus building trust and compassion with one another.	Admin, counselor, at-risk coordinator, disciplinarian	Aug 27, 2018 to Jun 30, 2019	Not started

SEL, Trust, Grade level meetings, Schedule, Strategies, Sel standards

Utilize teacher leaders to plan and share information during Professional development days building teacher capacity and encouraging a safe and trusting environment. Therefore, teachers will feel comfortable asking for guidance and support or giving feedback and constructive criticism thus teachers will be able to have a shared equity and investment of the learning process and have input into the PD days.	Teachers Admin	Sep 5, 2017 to Jun 30, 2020	Behind

Trust, Professional development, Teacher capacity, Relational trust, Equity

Develop a Principal Student Leadership Advisory Council (National Junior Honor Society) which will assist meetings with the principal and other staff to provide feedback on PBIS and Student Voice at RMS. Students will have the opportunity to make positive contributions to the school and promote equity of student voice (after-school programs, school events, student council, student clubs, spirit week, mentoring opportunities, community service, and PBIS). Students will feel invested and part of the school-wide decision making thus creating a sense of value and ownership for their learning.	NJHS committee NJHS students Principal	Apr 1, 2018 to Jun 30, 2019	On-Track

Climate and Culture, Pbis, Ownership, Student voice, engagement, Value

Promote school spirit by creating a sense of school pride by highlighting RMS through the use of emails, google classrooms, intercom shout-outs, newsletter, brochures, flyers, school website, Facebook, Twitter, banners, school swag, and school branding/marketing resources.	Marketing committee Admin	Apr 1, 2018 to Jun 30, 2019	Behind

School pride, School spirit

Increase incentives and acknowledgement of positive behavior and work habits by recognizing and celebrating students and staff positive contributions to RMS (monthly, quarterly, rallies/assemblies, rhino bucks, recognition corner, rhino store, gotcha rewards, raffles, weekly newsletter shout outs, and game room).	Climate and Culture, Awards Committee, PBIS committee, Admin	Sep 5, 2017 to Jun 30, 2020	On-Track

Incentive, Celebrations, Teacher recognition, Student recognition

Action Plan

Strategy 1

ON-TRACK Research and invest in technology-based tool used for school-wide Interim Assessments (i.e. PathBlazers)"

Mar 05, 2018 to Aug 01, 2018 - Admin ILT Teachers

Status history

May 8

ON-TRACK May 08, 2018
Evidence
Pilot program with Pathblazers and research into other programs.

ON-TRACK   Reflect common assessments in department's curriculum maps"

May 01, 2018 to Aug 24, 2018 - Lead Content Teachers

Status history

May 8

ON-TRACK   May 08, 2018
Evidence
Content teams are meeting to discuss and develop curriculum maps which will include common assessments by content.

NOT STARTED
Establish schoolwide Alpha-based performance indicators (A=_, B=_, C=_, D=_, F=_) and policy for make-up / late-work"

Jul 01, 2018 to Aug 24, 2018 - ILT Teachers

Status history

May 8

NOT STARTED   May 08, 2018
Evidence
Meet with stakeholders to convey message and publish new grading policy on school wide media accounts and handbooks

ON-TRACK   Establish norms through vertical teams, for using standards-based rubrics, checklists for their content area"

Mar 05, 2018 to Aug 24, 2018 - Teacher

Status history

May 8

ON-TRACK   May 08, 2018
Evidence
Develop common unit plans for all content areas

ON-TRACK   Provide Professional Development on New ASPEN Gradebook"

Jun 18, 2018 to Jan 07, 2019 - Change Champions Admin Teachers

Status history

May 8

ON-TRACK   May 08, 2018
Evidence
Change Champions have been nominated and are awaiting their first training

BEHIND
Engage in ongoing professional Development related to balanced assessment with discussions about accommodations and modifications for Diverse Learners and English Language Learners"

Jul 01, 2018 to Jun 30, 2019 - Admin Teachers

Status history

May 8

BEHIND   May 08, 2018
Problem
High quality professional development for staff still needed
Root Cause
Next steps

Strategy 2

NOT STARTED

Content teams will meet monthly and will develop curriculum maps, including comprehensive unit plans, to submit to administration by July 30th"

Jul 09, 2018 to Jun 28, 2019 - Content Leads

Status history

May 8

NOT STARTED

May 08, 2018
Evidence
curriculum maps and unit plans created by the content team to b e given to the teachers at the beginning of the school year to be followed and reflected in the weekly lesson plans that will be completed weekly.

NOT STARTED   ILT conducted instructional walks to monitor implementation of curriculum map"

Oct 01, 2018 to Jun 17, 2019 - ILT

Status history

May 8

NOT STARTED   May 08, 2018
Evidence
ILT calendar with instructional walks planned, "look for" tool and rubric created for instructional walk monitoring

NOT STARTED   Develop a school wide schedule that reflects the minimum required CPS minutes in each content area"

Jul 02, 2018 to Jul 31, 2018 - Principal/Assistant Principal

Status history

May 8

NOT STARTED   May 08, 2018
Evidence
School wide schedule and classroom time distribution sheets

NOT STARTED

Develop weekly lesson plans that include AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies, WIDA Language Standards, CCSS, NGSS, ILSS and SEL."

Jul 23, 2018 to Jun 19, 2020 - ILT

Status history

May 8

NOT STARTED

May 08, 2018
Evidence
Lesson plan template for teachers to use, AVID training of strategies and implementation with BOY PD, WICOR anchor charts posted in the classrooms,

NOT STARTED

Monitor lesson plans and the implementation of the curriculum maps that were developed"

Sep 10, 2018 to Jun 19, 2020 - Administration

Status history

May 8

NOT STARTED

May 08, 2018

Evidence

lesson plans being turned in on a weekly basis reflecting the implementation of the curriculum maps that were developed by each content team and classroom walkthroughs

NOT STARTED   Add books of varied levels and genres to the classroom libraries, that are aligned to the curriculum maps at each grade level"

Jul 09, 2018 to Jun 19, 2020 - ELA team

Status history

May 8

NOT STARTED   May 08, 2018

Evidence

classroom libraries with a wide variety of books

NOT STARTED

Give all students access to the school library"

Sep 10, 2018 to Jun 19, 2020 - Librarian

Status history

May 8

NOT STARTED

May 08, 2018

Evidence

Teacher Assistant and librarian's schedule that reflects library periods before and after school, check-out system of books and sign in sheets that show students using the library, purchase a variety of texts for the school library

BEHIND   Train teachers on Balanced Literacy and how to utilize the Scholastic Leveled Bookroom"

Aug 27, 2018 to Jun 19, 2020 - ELA team

Status history

May 8

BEHIND   May 08, 2018

Problem

Attendance at Balanced Literacy Professional Development with emphasis on Guided Reading

Root Cause

Next steps

NOT STARTED   Implement Pathblazers for ELA and Khan Academy for math, technology tools, as an enrichment/intervention tool"

Sep 04, 2018 to Jun 17, 2019 - Administration

Status history

May 8

NOT STARTED   May 08, 2018

Evidence

ELA and Math teachers will monitor student progress through the online data reports provided

Strategy 3

ON-TRACK

Develop a Vision and Mission statement representing one voice and one message driving the work of Richardson Middle School in preparing all students to be college and career ready."

Sep 05, 2017 to Jun 30, 2020 - Multiple stakeholders (Teachers, parents students and community members).

Status history

May 8

ON-TRACK

May 08, 2018
Evidence
Vision and Mission is embedded in Teacher handbook, student planner, and CIWP, visible on the walls of the school, and shared among all stakeholders.

ON-TRACK

Create a positive school community and culture by leveraging PBIS, B.E.S.T Matrix, and Calm Classrooms /as the vehicle for creating a trusting, nurturing, and safe school environment at RMS. /Admin will ensure all stakeholders are familiar with school-wide initiatives and expectations by providing training and school-wide assemblies for teachers, students, recess monitors, security, parent volunteers and staff./ Staff will receive resources and materials to support the implementation of these school-wide initiatives."

Sep 05, 2017 to Jun 30, 2020 - Admin, Climate and Culture Team, Disciplinarian

Status history

May 8

ON-TRACK

May 08, 2018
Evidence
B.E.S.T Matrix will be visible and posted around the school, School wide assembly will be held at the BOY, MOY and EOY to go over and review expectations, Monthly PBIS incentive calendars and bulletin boards, clear communication to staff on incentives, use of rhino bucks for rhino store, engage school community in calm classroom rituals during morning and afternoon announcements.

NOT STARTED

Involve teachers in reviewing and analyzing 5E and MVMS data with the focus on measures of Relational Trust: Leadership-Staff Relationships, Staff-Student Relationships, Student-Student Relationships, and Staff-Staff Relationships. Teachers will identify area(s) of concern and provide professional development on, What is Relational Trust? Why Relational Trust is important? What structures do we currently have in place that foster building positive relationships at RMS?"

Jun 30, 2019 to Jun 30, 2019 - Climate and Culture

Status history

May 8

NOT STARTED   May 08, 2018
Evidence
PD Agenda and teacher attendance sheet, exit slips

ON-TRACK

Establish a strong Student Support team with a clear vision for Tier 1 academic and behavior supports. Ensure teachers are familiar with Richardson's referral process for both discipline and social-emotional supports. Classroom teachers will receive training to implement the calm classroom program, talking circles, peace circles, trauma training, student mapping, restorative conversations, and B.E.S.T matrix as the foundation of Tier 1 systems of support for all classrooms at RMS. Decreasing disorderly student behavior and increasing teacher-student positive relationships. (Student support team: At-risk coordinator, counselor, dean of discipline, social worker, and teachers)"

Sep 05, 2017 to Jun 30, 2020 - Student Support team: At-Risk Coordinator, Counselor, School Nurse, Dean of Discipline, social worker, climate and culture team and Admin

Status history

May 8

ON-TRACK   May 08, 2018
Evidence

SEF, Climate and Culture Survey, 5E, SAM

ON-TRACK

Establish a strong BHT team with a clear vision for Tier 2 and Tier 3 support systems. The BHT team will design evidence-based small group and individual interventions provided for students who need additional support to develop their social and emotional skills. (BHT team: At-risk coordinator, counselor, counselor assistant, school nurse, dean of discipline, 2 social workers)"

Apr 01, 2018 to Jun 30, 2020 - BHT team: At-risk coordinator, counselor, counselor assistant, school nurse, dean of discipline, 2 social workers

Status history

May 8

ON-TRACK   May 08, 2018
Evidence
SEF, Climate and Culture Survey, 5E, SAM

ON-TRACK

Increase opportunities for parent engagement at RMS by establishing partnerships with parents that include learning opportunities, volunteer opportunities, and leadership opportunities. Parents will be more aware and involved in the day to day functions of the school while creating more amiable relationships with their children and the school community."

Sep 05, 2017 to Jun 30, 2020 - Admin, PAC & BAC,

Status history

May 8

ON-TRACK   May 08, 2018
Evidence
MVMS survey, 5E, Workshop calendar, Meeting agendas

NOT STARTED

SEL time will be embedded into the school day schedule. Teachers will ensure SEL standards and strategies are incorporated into their daily lessons. SEL strategies will be incorporated during grade level, ILT, climate and culture, admin, parent and classroom meetings. Thus building trust and compassion with one another."

Aug 27, 2018 to Jun 30, 2019 - Admin, counselor, at-risk coordinator, discipinarian

Status history

May 8

NOT STARTED   May 08, 2018
Evidence
5E, Climate and Culture Survey, schedules, lesson plans

BEHIND

Utilize teacher leaders to plan and share information during Professional development days building teacher capacity and encouraging a safe and trusting environment. Therefore, teachers will feel comfortable asking for guidance and support or giving feedback and constructive criticism thus teachers will be able to have a shared equity and investment of the learning process and have input into the PD days."

Sep 05, 2017 to Jun 30, 2020 - Teachers Admin

Status history

May 8

BEHIND   May 08, 2018
Problem
5E, Climate and Culture Survey, schedules, lesson plans
Root Cause
Next steps

ON-TRACK

Develop a Principal Student Leadership Advisory Council (National Junior Honor Society) which will assist meetings with the principal and other staff to provide feedback on PBIS and Student Voice at RMS. Students will have the opportunity to make positive contributions to the school and promote equity of student voice (after-school programs, school events, student council, student clubs, spirit week, mentoring opportunities, community service, and PBIS). Students will feel invested and part of the school-wide decision making thus creating a sense of value and ownership for their learning."

Apr 01, 2018 to Jun 30, 2019 - NJHS committee NJHS students Principal

Status history

May 8

ON-TRACK	May 08, 2018
	Evidence
	5E, NWEA, Calendar of events, Meeting agendas

BEHIND

Promote school spirit by creating a sense of school pride by highlighting RMS through the use of emails, google classrooms, intercom shout-outs, newsletter, brochures, flyers, school website, Facebook, Twitter, banners, school swag, and school branding/marketing resources."

Apr 01, 2018 to Jun 30, 2019 - Marketing committee Admin

Status history

May 8

BEHIND	May 08, 2018
	Problem
	School Website, Flyers, School Advertisement, Survey, 5E, MVMS
	Root Cause
	Next steps

ON-TRACK

Increase incentives and acknowledgement of positive behavior and work habits by recognizing and celebrating students and staff positive contributions to RMS (monthly, quarterly, rallies/assemblies, rhino bucks, recognition corner, rhino store, gotcha rewards, raffles, weekly newsletter shout outs, and game room)."

Sep 05, 2017 to Jun 30, 2020 - Climate and Culture, Awards Committee, PBIS committee, Admin

Status history

May 8

ON-TRACK	May 08, 2018
	Evidence
	Agendas, Calendar of events, Newsletter, 5E

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

> Our ESSA Parent Advisory Council and Bilingual Advisory Council meet on a monthly basis and have direct contact to the Principal as she addresses the Councils monthly.
> Stakeholder feedback is solicited annually through the 5E Parent Survey. Data from this survey is included in addressing needs for our CIWP planning. We currently have parents that volunteer on a daily basis. These parents have direct contact with the Assistant Principal on improving school policies and procedures. These parents provide updates and ideas to the administration. In addition, administrators meet frequently with individual parents to address their concerns and suggestions directly.

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

> Richardson will hold it's annual meetings at 8:45 a.m. on September 20, 2018. We will advertise through fliers and utilize the robocall system as well. We will offer additional parent nights, an open house, and other events to have all parents involved.

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.

> Parent involvement and public participation are encouraged at PAC and
> BAC meetings. Whenever possible, immediate feedback is provided to parents
> raising concerns or giving suggestions by the ELPT or by Administrators that attend the meetings. .Parents are also encouraged to make
> individual appointments with administrators to address any concerns or suggestions that they might have. Administrators review the minutes of these
> meetings to capture any suggestions that can be implemented by Richardson Middle School.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> NWEA results will be provided to parents at each interval that students take the tests. These scores will be placed in the students agenda. This includes the BOY & MOY Goal Setting worksheets and EOY results for all students. Parents will also receive PARCC scores every year.

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.

> The Chicago Public Schools sends out letters to parents if the teacher that the student has is not deemed highly qualified on a yearly basis. The school will ensure that these letters are generated and go out to parents in a timely manner. The Assistant Principals that are in charge of their Academy will review all credentials on a yearly basis.

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.

> At all BAC/ESSA meetings, there are different speakers that address resources that parents can access through various media. Strategies on literacy and parental involvement to increase academic achievement are provided to parents at these meetings. In addition, Richardson holds different events like History Night, Literacy Night and Math Night where teachers and staff review the coursework that students are working on and the state standards being covered.

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.

> Information, resources, materials, and training are provided at every parent meeting that the BAC/ESSA holds. In addition to these meetings, parents are offered free instructional materials at different events throughout the school year. The Counselor holds information meetings for parents at the different grade levels on how to assist and monitor their students academic course load.

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.

> The family school connection is very important to us here at Richardson Middle School. We have many parent volunteers who work alongside our staff at various events. In addition, parent volunteers are at the school everyday helping with recess and monitoring students in the hallways.

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.

> We will be in contact with our feeder schools who have these programs so that are parents have access to these resources.

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.

> The school sends home, with each child, a monthly calendar of events in English and Spanish. This calendar and any updates are posted on the school's website. Robo calls are made to the consenting families, in both English and Spanish, reminding them of events going on at the school and inviting them to participate. Fliers for all programs, meetings and other activities are sent home prior to the event inviting families. There is a Social Media Committee that will be spearheading other means of communicating school information to the families such as Facebook and Twitter.

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.)

The Richardson Middle School community will work as a unified team to empower and inspire all students to apply the knowledge, skills and attitudes necessary to become creative problem solvers, to achieve personal success, and to contribute responsibly to our diverse and dynamic world. We w ill accomplish this through providing a safe and nurturing environment for all students, curricula aligned to the State Standards, daily instruction meeting individual student needs, programs and activities enhancing each student's academic, social and emotional growth, and achievement.

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.

Parents are asked to pickup report cards and conference with teachers after the first and third quarters. Parent-Teacher conferences will be held on November 14, 2018 and April 10, 2019.

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

Richardson will distribute progress reports on the following dates to the parents/guardians of our students:
Q1 on October 5, 2018 Q3 on March 8, 2019
Q2 on December 14, 2018 Q4 on May 17, 2019
Parents can utilize the District's Parent Portal feature to track student grades in real-time in IMPACT Gradebook.

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

Teachers will be available to consult with parents before and after school and during their prep period. Staff will be available by phone, email or in-person for consultation with parents.

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

We have parent volunteer opportunities available to all parents that allows parents to volunteer as recess monitors, lunchroom monitors, and hallway monitors in the school on a daily basis. Parents are also encouraged to participate as field trip chaperones and assist students at the annual Book Fair.

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

Richardson will provide every student with a student planner for student's to keep track of their assignments. The planner will be used as a communication tool between home and school, keeping parents informed of what their child is learning and what is expected of their child in order to be successful. The school's website will post the scope and sequence of each content level informing the parents of what is being taught in the classroom at every grade level. The website will have links to each teacher. The teacher will post the assignments and other classroom news.

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

Parents will consult with school administrators at Bilingual Advisory Council Meetings, Parent Advisory Council Meetings, Local School Council Meetings, and other events. Regular opportunities exist to collaborate with their child's teacher via telephone, email and in-person conferences.

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).

Teachers will emphasize the importance of good attendance and class preparation at the beginning of the year and throughout the school year. Teachers will conference with
students when needed, regarding test scores, grades and attendance. Students will receive a Rhino Reward buck by staff members as a reward for positive behavior, that can be used to purchase supplies and other items at the school store each month.

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.

Presenters on different topics will be brought into the school at PAC meetings to inform parents of various ways to help their children. Nutrition, support on helping their students academically, and other subjects will be broached to help parents with their students. In addition, resources will be bought that parents can use with their students. At the end of the year we would like parents to have a vested interest in their students' academic performance as the parents use the knowledge gained from the workshops to support their students.

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

Account(s)	Description		Allocation

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

| 53405 | **Supplies** | $ | 1300 | .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** | $ | 1500 | .00 |
| | Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | | | |

| 54125 | **Consultants** | $ | 1000 | .00 |
| | For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | | | |

| 54505 | **Admission and Registration Fees, Subscriptions and memberships** | $ | 4624 | .00 |
| | For Parents use only. | | | |

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

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

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

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

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