



Arthur R Ashe Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date

Participants

Topic

01/16/2018

King, Jones, Chaney, Moorman, Boose, Collins, Daniel, Jones

Reviewing CIWP SEF

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Building initiatives reflect the expectations for all students, parents and staff at Ashe. Initiatives are communicated to the staff through morning & after school meetings and through administrative bulletins. Grade level meetings are conducted on a weekly basis led by administration and staff lead members. Parents and students receive monthly administrative newsletters where parents and students are informed of all school wide events and building initiatives. Announcements are provided daily to demonstrate school spirit and daily updates. The school has implemented various community programs such as Chit, Chat and Chew with the principal, Real Men Read, Major League Baseball No Bully Program, Calm Classroom, Youth Advocate Program, Restorative Practices and Healing, Empowering, Learning Professionals provides a Family and Community Engagement Specialist.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	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:

Score

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

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ILT meetings are held twice a month to discuss improving teaching and learning. Teachers conduct internal classroom visits to elaborate on ways to improve instruction and daily practices. The team focuses on different strategies being utilized throughout the building in areas of Reading and Math. School wide data is also analyzed which includes: NWEA analysis, Attendance, Off Track Student Data, Internal school wide assessments such as STRIDE, MTSS data and student academic performance.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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Grade level meetings are held weekly. Teachers utilize meetings to review and discuss data and collaborate on instructional strategies and best practices. The network sponsors bimonthly Summits such as Agency, Authority and Identity. Teachers receive professional development in the content areas such as reading, math and science. Teachers share instructional strategies that are presented in the network Summit with colleagues. Professional development sessions are held during morning and afternoon meetings. ILT attended training on Gradual Release of Responsibility, modeled BEST practices for staff and teachers. ILT members observed classrooms and compiled data to provide teachers with feedback. Ongoing professional development is offered as needed for building initiatives such as Calm Classroom, No Bullying, and Restorative Practices.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Arthur Ashe uses the CPS Instructional Time Guidelines to maximize instructional time for each grade level. Multi Tier Support Services (MTSS) are provided for students that have been identified as Tier 2 and Tier 3. Arthur Ashe also uses CPS Instructional Block Guidelines to maximize academic engagement. This is conducted during small group instruction for 20 minutes daily for grades K-5 and Middle School conducts MTSS as a separate 60 minute time block daily.

The following research based programs utilized at Ashe are: Stride Academy, Khan Academy, Newsela, IXL, Raz-Kids Plus, MClass, and Dibels.

Arthur Ashe was able to close the priority group achievement gaps due to, impart, high teacher retention rates.

Ashe's hiring team consists of a collaborative hiring process that has clear selection criteria to identify and select best available candidates. This is evident by the hiring process to include but not limited to Instructional Leadership Team Members, questionnaires and requiring potential candidates to demonstrate classroom lessons to explore the candidates expertise, philosophy and commitment.

Ashe's hiring team mandates a check of teachers previous performance at CPS school. This is done in various forms such as: reviewing REACH Evaluation, discipline rates, and contact with previous administrations as an added verification of past performance.

Ashe works diligently to build a pool of staff members in difficult to fill positions. This is evident by the current number of bilingual staff members.

Ashe's goal, in order to close any priority achievement gaps, is to strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.

Ashe effectively utilizes Related Service Providers at the classroom level. This is evident by individual student observations, teacher and related service collaborations, and small group therapy.

Ashe provides additional programs to enhance student academic performance.

K-8 After-School Program that addresses individual student academic needs in reading and math.

Several community based organizations have partnered with Ashe to provide various services.

Major League Baseball No Bully Program provides a curriculum K-8 to educate teachers on how to identify signs of bullying.

Calm Classroom provides social and emotional strategies to help students deescalate stress levels.

Youth Advocate Program provides community based alternative to out of home care through direct services to 5th-8th grade at risk students within the school setting.

Passages Alternative Living Programs provides male mentoring to 8th grade students.

Restorative Practices provide strategies to teachers and staff. On how to maintain and or build student/teacher relationships.

Healing Empowering Learning Professional provides a Family and Community Engagement Specialist who provides individual counseling to parents, parent workshop and staff professional development.

Becoming A Man program provides social and emotional support that help middle school at risk males to explore the challenges in their lives.

Boys to Men mentoring program is designed to provide middle school boys tools to introduce them to manhood

Girl Scouts is a program designed to provide girls K-8 with leadership skills and STEM activities to build interests in science.

Lawyers in the Classroom is a program that places attorney volunteers in the middle school classrooms to help students better understand the US constitution, our legal system and law related careers.

IMC Financial provides funding for fine arts programs within the school during the school day.

Phi Beta Sigma Fraternity and Zeta Phi Beta Sorority sponsored various activities to increase parent engagement within the school, and provide incentive for student attendance.

Ashe makes outreach efforts to engage community members as partners and resources. This is evident by various efforts such as: Chit and Chew with the Principal, Donuts with Dads and Muffins with Moms, No Child Left Behind, Parent Advisory Council.

African Dance where primary students learn dance moves and routines to increase gross motor skills.

African Drums where primary students learn the history of African drums and culture of the music.

Based on the increase in funding for the 2018-19 school year, it is the goal to add visual arts as a prep class.

Student Voice is a program that actively involves students in decision making regarding issues related to the school.

Women in Space Science is a program that exposes 7th and 8th grade girls to STEM careers and projects.

School Wellness and Safety

Ashe has been assigned as a Healthy Lunch School. Students receive meals that include fruits and vegetables they would not eat on a daily basis. This program introduces students to new and interesting foods from other cultures and countries. This is inclusive of the Fresh Fruits and Vegetables Program.

Yearly Vision Screening is provided for students. Students receive eye exams and free glasses for those in need.

Medical Exams are provided for students that need updated shots. This program helps students to stay in medical compliance and prevent student absences.

Dental Van provide students with teeth cleaning which helps our students develop healthy oral hygiene.

Sex Education is provided for Middle School students. This program educates our students on proper information to make them knowledgeable of diseases and proper health care.

SPARC's Group is provided by the School Counselor to support students that has experienced trauma. This program is an additional support to those student that need coping tools to handle life's challenges.

Cook County Sheriff is provided for the students to feel safe walking to school in a high crime neighborhood.

Ashe has been assigned as a Safe Passage School. This program provides adults that are stationed through a route throughout the school neighborhood.

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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.

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Teachers prepare weekly lesson plans based on Common Core State Standards. Network 12's planning maps for ELA and Math are used as a guide to ensure that CCSSs are covered in a manner to builds mastery of concepts. To ensure that students are working towards mastery and to check Teachers implement instruction following the Gradual Release of Responsibility model. Direct and explicit instruction is given. Teachers provide models for students. Students are given opportunities to practice skills as the teacher facilitate. Students work on tasks independently. Tasks are differentiated to meet and address the student's academic levels. Small group instruction is provided to target specific skills. Differentiation is a key component of instruction that is personalized and tailored to the students needs.

The Reading curriculum includes Reading Streets, Perspective, Newsela, Common-Lit, Flocabulary, Sadlier Vocabulary, Scholastic for Reading, Science, and Social Studies and Stride Academy.

The Math curriculum includes Envision Math and Stride Academy. Additional interactive websites include Khan Academy, BlueStreak, IXL.com.

School wide instructional strategies include Math talks and student engagement and discourse.

Science lesson plans are aligned to NGSS and incorporate Common Core State Standards, ELA and Math. The science curriculum includes Stem Scope and Amplify.

Social Science curriculum include

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and**

the skills expected.

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

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The following instructional materials are used at Ashe:

-K-5 Reading Streets

-6-8 Perspectives Reading Series, Classroom Novels, Novels for Literature Circles, Scholastic

-K-8 Evision Math

-K-5 Stemscope Science

-6-8 Amplify, Scholastic Science

-All teachers have access to Chromebooks that are used for small group instruction and assessments

-All math classrooms have adequate manipulatives.

Teachers prepare weekly lesson plans based on Common Core State Standards. Teachers utilize the Network pacing guides and block schedules that ensures there is continuity school wide. Teachers implement instruction following the Gradual Release of Responsibility model. Direct and explicit instruction is given. Teachers provide models for students. Students are given opportunities to practice skills as the teacher facilitate. Students work on tasks independently. Tasks are differentiated to meet and address the student's academic levels. Small group instruction is provided to target specific skills. Differentiation is a key component of instruction that is personalized and tailored to the students needs.

The Reading curriculum includes Reading Streets, Perspective, Newsela, Common-Lit, Flocabulary, Sadlier Vocabulary, Scholastic for Reading, Science, and Social Studies and Stride Academy.

The Math curriculum includes Envision Math and Stride Academy. Additional interactive websites include Khan Academy, BlueStreak, IXL.com.

School wide instructional strategies include Math talks and student engagement and discourse.

Science lesson plans are aligned to NGSS and incorporate Common Core State Standards, ELA and Math. The science curriculum includes Stem Scope and Amplify.

Social Science curriculum include ????????

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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)

1 **2** 3 4

Teacher select performance task that aligned to Common Core State Standards in lesson plans. Teacher submit performance tasks to administration on a weekly basis. Assessment data such as NWEA and Stride Academy are used as a formative evaluation of student performance. Writing samples are analyzed during Grade Level Meetings and Instructional Leadership Team meetings.

Assessments data is reviewed with students and students complete goal setting worksheets.

Instructional Leadership Team conduct internal walkthru's to observe instruction and analyze performance tasks.

Teachers maintain parent logs to communicate the importance of attendance and the correlation between attendance and student achievement.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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

- Every Wednesday students and staff wear College Gear to emphasize the importance of being college and careers readiness.
- During instruction teachers make the connection between real world connections and preparing for college and careers.
- Middle school students participated in a network high school fair emphasizing various school including neighborhood high schools, selected enrollment and charter schools.
- Middle school students have participated in high school and college tours.
- Middle school students created a presentation demonstrating knowledge of high schools, city colleges, colleges and universities in and out of state.
- Middle school students participate in Novianca to establish short and long term goals for college and careers.
- Middle school corridors are decorated with college banners from various colleges and universities around the country.
- Students have opportunities to interact with other professionals through such activities as: Real Men Read, Lawyers in the Classroom, BEATS, Drummer, Dance, YAP, Girl Scouts,

Guide for Transitions, College & Career Access & Persistence

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

- completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Teachers receive ongoing professional development through Network 12. Instruction is implemented by teachers following the Gradual Release of Responsibility model. Objectives and essential questions are posted and discussed daily with students. Explicit instruction and modelling is provided. Students practice and apply skills during guided and independent practice. Students work independently and or cooperatively during independent practice. Independent activities encompass differentiated tasks that are rigorous.

Teachers are beginning to evaluate the types of questions being posed to students to ensure that they are rigorous enough to promote student thinking. Questions are evaluated based on the DOK levels.

Teachers are using different methods such as listen and talk, think, pair, share, and question cards to promote student to student discourse.

Small group instruction is provided to differentiate and individualize instruction to support various student academic needs. Students are in the process of learning about agency, authority and identity which are promoting self- reflection, self-assessment and self-direction.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.

- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Ashe School has a balanced assessment system that uses interim assessments, pre and post unit assessments and progress monitoring (Grades K-2) to assess students' progress towards EOY targets. Students are given summative assessments throughout the course of the year. The summative assessments include: K-2: TRC, Dibels, Progress Monitoring, MClass. The goal for K-2 summative assessment is to focus solely on NWEA usage to utilize this to move our small group instruction. 3-8: NWEA BOY, MOY and EOY. Students are given five week assessments via STRIDE. These assessments are used to drive instruction and form flexible groups, formative assessments are given weekly in all content areas. Formative assessment data is also used to form flexible groups. MTSS is implemented schoolwide. Tier 1-3 students receive core instruction and are assessed on the content. Tier 2-3 students receive additional instruction and support in targeted areas. Interventions and assessments are given to all students during the 10 week MTSS cycle. GenEd teachers have made an effort to be more cognizant that the types of accommodations and modifications listed in the IEPs of the Diverse Learner students are relevant and individualized.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

Teachers provide core instruction to students in all content areas. Teachers provide small group instruction to students in tiers 2 and 3. Interventions on targeted skills are provided over a 10 week cycle. In Middle School, the reading and social science teachers collaborate to determine the targeted ELA skills. The math and science teachers collaborate to determine the targeted math skills. The Middle School team meet every 5 weeks to monitor the effectiveness of the interventions. The groups are then adjusted accordingly. At the end of every 10 week cycle, student data is re-evaluated to determine tier level.

The ILT meets monthly and evaluates the on and off track data. Every 5 weeks parents are notified when their child is off track using a remediation plan. Teachers meet with off track students on a quarterly basis to establish goals to address academics, behavior and attendance.

Teachers implement the following SEL strategies: Calm Classroom, Peace Circles, Youth Advocacy Program for grades 5th - 8th, and Becoming A Man (BAM) for 7th - 8th grade boys. School-wide incentives are implemented to increase attendance and improve behavior. Incentives include: school store, Ashe Bucks, field trips and movie nights.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

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.

The culture for learning, mood and tone of the school is established at the beginning of each school day. Administration, staff and students recite the pledge and the Arthur Ashe Student Creed. Morning announcements are presented via the intercom to ensure that staff and students are abreast of the rules, procedures and expectations. The morning announcements also includes recognition of Student of the Month for all grades. Other school-wide initiatives that promote excellence in academics are: Real Men Read, College Day, Family Night, school-wide themes such as "Don't Quit Your Day Dream". To promote attendance, we have implemented incentives such as Ashe Bucks, parties and field trips. Student achievement and improvement is recognized during quarterly assemblies. School-wide behavior norms and expectations are implemented by teachers using PBIS.

The instructional schedule is consistent for grades Kdg - 5th. Teachers provide the allotted instructional time in the content areas: reading, math, science and social science. Grades 6th - 8th follow a departmental schedule. Instruction is implemented by teachers following the GRR (Gradual Release of Responsibility) Model. Students are engaged in the instruction during guided and independent practice. Student behaviors include: discussion, questioning and student to student / student to teacher discourse. Students are verbally praised and recognized for effort and perseverance, irregardless of giving a correct solution. Teachers continually monitor student performance performance informally and formally using weekly assessment data. The formative assessments are used to drive instruction and create flexible groups to target the needs of the students.

Teachers have met with students individually to establish personal learning goals in reading, math and attendance. These goals were established after the analysis of NWEA MOY performance and the On and Off Track Data. A check-in procedure has been established to monitor achievement of the personal learning goals.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

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.

1 2 3 4

As we increase the use of restorative practices, students have begun to feel more comfortable sharing with the staff of their choice when they have concerns inside and outside of the classroom. Staff and students have begun to create a Student Voice Committee which meets monthly and brings concerns to administration. There are some concerns that we have for the respect that some of our students display in a negative manner to the adults in the building. This is being addressed through training for teachers focused on deepening the staff's understanding of restorative practices and how important it is to establish a relationship if there is a reasonable expectation for rebuilding one once it is broken. This will increase relational trust between students and staff.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Students receive high quality and rigorous instruction on the Common Core State Standards. High levels of student engagement are evident during guided practice and independent practice. Students are engaged in the learning using strategies such as discussion, student to student and student to teacher discourse, problem solving, critiquing and justifying solutions, etc.. The social science curriculum allows the Middle School Students to share their personal viewpoints in a variety of ways. The 7th grade students learn about the constitution and the structure of our government. Middle School students read, discuss and debate on current events. A student voice committee meets weekly that consists of 5th through 8th grade students. The students address school-based issues and identify solutions to the issues. The committee presents the issues and proposed solutions to administration. The Middle School students experienced the democratic process by participating in a student council election. The students were presented with the qualifications for each position. The students were given ballots and voted for the qualified candidate. In addition, the students participate in the My Voice My School Survey. Students have participated in causes such as Leukemia & Lymphoma Society's (LLS) Bring The Change Program.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • MYMS 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 • Sample learning reports and/or reflections of SL projects • Link and curriculum maps, rubric, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS 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

The school is characterized by high levels of safety and order. PBIS is implemented school-wide to manage transitions between classes in an orderly way. Teachers monitor transitions during arrival, recess, lunch, resources and dismissal. Students and parents were given a student handbook at the beginning of the year that outlines expectations. Teachers review the handbook with the students periodically throughout the year. Students are given incentives for positive behavior such as Ashe Bucks.

Additional safety procedures are implemented during the school day. A security officer is employed full-time at the school. The Cook County Sheriff Department patrols the area in the morning to ensure the safety of the students. Safe passage has been implemented to ensure student safety.

A student voice committee meets weekly that consists of 5th through 8th grade students. The students address school-based issues and identify solutions to the issues. The committee presents the issues and proposed solutions to administration. In addition, the students participate in the My Voice My School Survey.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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.

1 **2** 3 4

Ashe school has received professional development around restorative practices and some strategies are being implemented. As a school, we are working to promote procedures that will reduce the number of students receiving out-of-school suspension. This is being accomplished through our school-wide Think Time restorative practice measure that requires students to take ownership of their behavior prior to returning to the classroom. Although most of the staff has received training, we need to ensure that everyone understands what restorative practices are and how to restore students, parents and colleagues. Through additional training, staff will gain the knowledge of how restorative justice works with restorative practices, how to become proactive and the impact the 9 affects have on one's ability to restore others.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedues.**
 - 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)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

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

1 **2** 3 4

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.

Ashe school has identified the need to improve the partnership between the school and the community. In doing so, we have partnered with Healing and Empowering Learning Professionals (H.E.L.P.) to increase parental engagement. HELP provides professional development opportunities geared towards parent's needs and community trends. The needs are garnered through one-on-one interviews help by HELP. The professional development takes place as a part of the school's monthly PAC meetings as well as at Saturday Parent Potluck monthly meetings. We have a monthly newsletter that goes home the first week of each month communicating what our school is engaged in for the month academically and socially for the school and community. We have added a monitor in the lobby to showcase various academic and social events as well as parent engagement events. The school has an updated website and now each teacher has his or her individual web page which allows parents, students and community members to contact them as well as become knowledgeable of the events that are unique to that grade or classroom.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

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

This goal will be reached with the focus on rigor, rich vocabulary instruction, and engaging text during reading, writing, science and social science instruction. This is also accomplished with a dedicated focus on the full implementation of the gradual release of responsibility during the instructional delivery and an increased focus on agency, authority and identity.

25.00	91.00	92.00	93.00	94.00
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National School Growth Percentile - Math

This goal will be reached with the focus on a dedicated math block and the infusion of mathematical practices into the daily lessons. The shift has moved from students "doing" math to students demonstrating a conceptual understanding of math. This is also accomplished with a dedicated focus on the full implementation of the gradual release of responsibility during the instructional delivery and an increased focus on agency, authority and identity.

47.00	86.00	87.00	88.00	89.00
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% of Students Meeting/Exceeding National Ave Growth Norms

In conjunction with the strategies used to ensure that students are able to meet growth percentiles, we will implement small group targeted instruction based on strengths and weaknesses using the data (NWEA and interim assessment) to adjust and readjust small groups based on student academic needs throughout the school year.

45.60	63.80	64.00	65.00	66.00
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African-American Growth Percentile - Reading

In conjunction with the strategies used to ensure that students are able to meet growth percentiles, we will implement small group targeted instruction based on strengths and weaknesses using the data (NWEA and interim assessment) to adjust and readjust small groups based on student academic needs throughout the school year.

25.00	89.00	90.00	91.00	92.00
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Hispanic Growth Percentile - Reading

We do not have enough students to comprise a cohort.

(Blank)	(Blank)	0.00	0.00	0.00
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English Learner Growth Percentile - Reading

We do not have enough students to comprise a cohort.

(Blank)	(Blank)	0.00	0.00	0.00
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Diverse Learner Growth Percentile - Reading

Diverse learners will accomplish this goal by receiving instruction in both the general education setting and then receiving support from both their diverse learner teacher and aide (if applicable) in a small group setting.

(Blank)	(Blank)	5.00	10.00	20.00
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African-American Growth Percentile - Math

This goal will be reached with the focus on a dedicated math block and the infusion of mathematical practices into the daily lessons. The shift has moved from students "doing" math to students demonstrating a conceptual understanding of math. This is also accomplished with a dedicated focus on the full implementation of the gradual release of responsibility during the instructional delivery and an increased focus on agency, authority and identity.

47.00	85.00	86.00	87.00	88.00
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Hispanic Growth Percentile - Math

We do not have enough students to comprise a cohort.

(Blank)	(Blank)	0.00	0.00	0.00
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English Learner Growth Percentile - Math

We do not have enough students to comprise a cohort.

(Blank)	(Blank)	0.00	0.00	0.00
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Diverse Learner Growth Percentile - Math

Diverse learners will accomplish this goal by receiving instruction in both the general education setting and then receiving support from both their diverse learner teacher and aide (if applicable) in a small group setting.

(Blank)	(Blank)	5.00	10.00	20.00
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National School Attainment Percentile - Reading (Grades 3-8)

This goal will be reached with the focus on rigor, rich vocabulary instruction, and engaging text during reading, writing, science and social science instruction. This is also accomplished with a dedicated focus on the full implementation of the gradual release of responsibility during the instructional delivery and an increased focus on agency, authority and identity.

14.00	25.00	27.00	29.00	33.00
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National School Attainment Percentile - Math (Grades 3-8)

This goal will be reached with the focus on a dedicated math block and the infusion of mathematical practices into the daily lessons. The shift has moved from students "doing" math to students demonstrating a conceptual understanding of math. This is also accomplished with a dedicated focus on the full implementation of the gradual release of responsibility during the instructional delivery and an increased focus on agency, authority and identity.

15.00	17.00	20.00	22.00	25.00
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National School Attainment Percentile - Reading (Grade 2)

This goal will be reached with the focus on rigor, rich vocabulary instruction, and engaging text during reading, writing, science and social science instruction. This is also accomplished with a dedicated focus on the full implementation of the gradual release of responsibility during the instructional delivery and an increased focus on agency, authority and identity.

10.00	10.00	15.00	20.00	25.00
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National School Attainment Percentile - Math (Grade 2)

This goal will be reached with the focus on a dedicated math block and the infusion of mathematical practices into the daily lessons. The shift has moved from students "doing" math to students demonstrating a conceptual understanding of math. This is also accomplished with a dedicated focus on the full implementation of the gradual release of responsibility during the instructional delivery and an increased focus on agency, authority and identity.

3.00	4.00	15.00	20.00	25.00
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% of Students Making Sufficient Annual Progress on ACCESS

We do not have enough students to comprise a cohort.

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

Ashe's attendance percentage will continue to increase each year as the school removes the number of incentives and relies more on intrinsic motivators and students and families realize the impact attendance has on academic achievement.

90.90	93.30	95.00	96.00	96.50
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My Voice, My School 5 Essentials Survey

The goal is to move from moderately organized to organized and to well organized within the next three years. This will be accomplished by creating an environment in which teachers collaborate with each other, parents feel comfortable meeting with teachers regarding their child's academic and social-emotional growth and performance, and students feel safe in and outside of the building. In conjunction with building a positive working relationship with teachers, all stakeholders will feel comfortable working with administration and will feel supported and valued.

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

0 of 0 complete

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

Strategy 1

If we do...

*Ensure that the curriculum is organized in a manner that is aligned both vertically and horizontally.
 *Identify core concepts that must be covered during the course of an academic year along with the core skills that support that concept.
 *Structure the instructional schedule to ensure that diverse learners are exposed to general education.....
 Begin to connect curriculum standards to real world scenarios...

...then we see...

Increase of students academic needs being met due to students receive instruction from a teacher that has knowledge of CCSSs one grade above and below.
 Teachers' increased understanding of how skills and which skills must be taught that will lead to student mastery.
 *An increase in the number of diverse learner students in LRE 1 and a decrease in students in LRE 2 & 3....
 Students applying learning to real-life scenarios.

...which leads to...

An increase in the delivery of coherent instruction and the ability for the teacher to meet individual student and small group academic needs.
 An assurance that what is taught and learned are not random concepts that are provided by teachers based on what they feel students should know based on their own beliefs and experiences.
 As increase in student understanding and the ability for students to apply concepts to other academic areas.
 *An increase in the number of diverse learners meeting individual growth goals and meeting attainment goals.
 *Decrease in the achievement gap between diverse learners and general education students.
 Deeper conceptual understanding and the ability for students to explore various learning opportunities.

Tags:

Culture of learning, Assessment design, Student achievement, Curriculum planning, Student accountability, Curriculum alignment, Planning for instruction, Teacher accountability

Area(s) of focus:

1

Action step

Structure school schedule to allow for weekly horizontal grade level planning and bi-monthly vertical planning.
 Hold summer planning sessions to further unpack standards and the skills needed to support each.
 Revise general education schedule based on needs of diverse learners needs.

Responsible

Kelly Chaney, Devin Jackson, Clyde King, Crystal Dixon, Marquita Jones, Mary Jedry, Victoria Moorman, Patricia Tate

Timeframe

Jul 1, 2018 to Jun 18, 2019

Status

Not started

Diverse Learners, Scheduling, Culture of learning, Data driven instruction, Planning for instruction

Strategy 2

If we do...

Review existing instructional materials to determine how it supports the core curriculum. Ensure that all students have access to technological tools needed that support their learning but are varied to meet individual learner and small group needs...
 Provide professional development focused on the impact of the use of appropriate technological tools.

...then we see...

How resources align to budget allocations and actual spending
 an increase in the differentiation of instructional materials being used to meet the needs of both the individual learner and that of small groups of students.
 students with the opportunity to have more access to new information, learning strategies, an increase in teacher pedagogy, an increase in coherent instructional design,

...which leads to...

Best practices regarding purchasing of instructional materials that are aligned to the curriculum, support student learning and promote academic growth as well as add components for remediation and advancement. an increase in learning and academic performance for all learners. It also provides the supports needed to close the achievement gap between general education and diverse learners.
 Increased instructional alignment of resources that promote academic growth and an increase in student accountability and agency, authority and identity.

Tags:

Diverse Learners, Culture of learning, Differentiation, Technology professional, Curriculum alignment, Instructional material, technology, supplemental material, funds, purchase, Agency, authority and identity

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

provide professional development for staff Review materials during grade level meetings (horizontal and vertical meetings)	Clyde King, Sharon Boyd, Devin Jackson, Lorin Chaney, Teacher Leads	Jul 1, 2018 to Jun 3, 2019	Not started
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Culture of learning, Vertical and horizontal mapping, Agency, authority and identity

Provide technology professional development for staff	Sharon Boyd, Lorin Chaney, Outside Vendors	Jul 1, 2018 to Jun 18, 2019	Not started
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Professional development, Culture of learning, Technology integration, Monitoring and accountability

Strategy 3

<p>If we do...</p> <ul style="list-style-type: none"> *Continue to develops a culture of learning which incorporates a belief that all students can learn. -Scaffold grade level planning effectively 	<p>...then we see...</p> <ul style="list-style-type: none"> *Motivated students having the opportunity to create authentic work for an audience beyond the teacher. *Higher expectations for learning *Student ownership of learning -Grade level collaboration being used to analyze student work samples 	<p>...which leads to...</p> <ul style="list-style-type: none"> *Students assuming responsibility for intellectual classroom discussions 50% of the time. *Increase of student engagement 75% of the time -Attainment of quality student work and standards
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Tags: Rigorous tasks, Lesson planning, Planning for instruction, Aligned curriculum, Planning interventions

Area(s) of focus: 3

Action step	Responsible	Timeframe	Status
*Review of student tasks at weekly grade level meetings. *Quarterly school-wide collaboration to scaffold student tasks (Level-up Learning)	Teachers, students, administration, & lead teachers	Oct 2, 2018 to Jun 6, 2019	Not started

Rigorous tasks, Planning for instruction, Aligned curriculum, Monitoring and accountability

Action Plan

Strategy 1

NOT STARTED

Structure school schedule to allow for weekly horizontal grade level planning and bi-monthly vertical planning. Hold summer planning sessions to further unpack standards and the skills needed to support each. Revise general education schedule based on needs of diverse learners needs."

Jul 01, 2018 to Jun 18, 2019 - Kelly Chaney, Devin Jackson, Clyde King, Crystal Dixon, Marquita Jones, Mary Jedry, Victoria Moorman, Patricia Tate

Status history



NOT STARTED

Apr 30, 2018
Evidence

Modified curriculum and unit maps with supporting assessments, Project-based learning assignments, student schedules, school master schedules

Strategy 2

NOT STARTED

provide professional development for staff Review materials during grade level meetings (horizontal and vertical meetings)"

Jul 01, 2018 to Jun 03, 2019 - Clyde King, Sharon Boyd, Devin Jackson, Lorin Chaney, Teacher Leads

Status history



NOT STARTED

Apr 30, 2018

Evidence

Agendas, Sign-in sheets and pictures from pd session, strategies learned at pd will be observed in classrooms during check-in, walkthroughs and observations.

NOT STARTED

Provide technology professional development for staff"

Jul 01, 2018 to Jun 18, 2019 - Sharon Boyd, Lorin Chaney, Outside Vendors

Status history



NOT STARTED

Apr 30, 2018

Evidence

Agendas, Sign-in sheets and pictures from pd, increase of technological use in classrooms during check-in, walkthroughs and observations, indications in lesson plans.

Strategy 3

NOT STARTED

*Review of student tasks at weekly grade level meetings. *Quarterly school-wide collaboration to scaffold student tasks (Level-up Learning)"

Oct 02, 2018 to Jun 06, 2019 - Teachers, students, administration, & lead teachers

Status history



NOT STARTED

Apr 30, 2018

Evidence

*Increase in student ownership of their educational success *Increase in student performance (evidence by final grades in all subject areas) *High level of student engagement in questioning and discussion

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.

3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

School parent involvement plan consist of meetings with parents during PAC and LSC meetings to notify them of any changes in our budget plan at the beginning of the school year. There is an itemized section for the Title 1 portion of the budget that is clearly defined as to how the funds will be used. Parents are afforded the opportunity to review the plan and policy line by line. If adjustments are needed, parents are able to do so at this time.

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

Title I Annual Meeting will be held on October 9, 2018 and the Title I PAC Organizational Meeting was held on October 9, 2018.

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

The parents are informed about the Title 1 program and its curriculum each year in a parent news letter that goes home the first week of school which includes an Year In Progress Form from each teacher describing what students will learn during the school year. The form is not conclusive it gives parents a snap shot of the entire year. The parents are given the DIBELS, NWEA, Stride Academy progress reports. Parents are given a password for the Stride Academy to access their child's progress. Parents are also encouraged to sign up for parent portal to monitor their child's grades on a weekly basis. Parents can come to school and get individual training to access this program. Throughout the school year, teachers will host parent academic nights and parent meetings to discuss progress.

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.

At the conclusion of each assessment window (BOY, MOY & EOY), progress reports will be sent home to inform the parents of their child's academic performance. In conjunction with progress reports being sent home, the school will host a State of the School address to show grade level academic progress and the steps that can be taken at home to continue students on their individual and class growth trajectory.

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 school will make every attempt to hire teachers that are deemed "highly qualified". In the event that we have a staff member that is not listed as such, parents will be notified via written notification of the instructor's status and the plan to address the instructor's current status.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents receive information regarding their child's and school's progress during State of the School address. Parents are invited to meet with staff and administration to explain the assessments that their children have taken. They can monitor their child's progress through the CPS Gradebook where all grades are entered by teachers. Students that are not passing will receive a progress report from teachers describing their strengths and weaknesses and what strategies can be used to improve their grades.

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.

Throughout the school year during the family literacy and math nights, parents will be provided training that is focused on supporting the academic needs of their children. At every PAC meeting, there will be either an academic or social-emotional focus that will also increase student's ability to cope with the social aspects of the school. These trainings will also have a positive impact on student achievement because once students have incorporated strategies aimed at dealing with various stressors, they can focus on their academic achievement. This is best accomplished when parents and students are knowledgeable of the strategies. Also, during PAC meetings, parents will receive hands-on training for the on-line programs that the students are able to use both at school and at home.

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.

This is accomplished with the assistance of our School/Community Representative. He will bridge the communication gap that exists between the school and the parents. He will also get parents to understand their role in their child's education and school life.

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 have added an early childhood program and with the increase of new parents, we are encouraging each to participate in PAC and LSC meetings to learn about the various activities that take place within the school.

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 information we need parents to have is sent home monthly in our newsletter. When additional programs, meetings or other activities that have not been included in our newsletter we send home flyers in a timely manner for all parents. We also communicate via twitter, instagram, robocall, the marquee and the monitor in the school's lobby. Some teachers use class dojo to communicate school-wide events with parents.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact

Complete

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

Our mission at Arthur Ashe Elementary School is to educate our students for tomorrow's challenges and demands. We, the Arthur Ashe staff will increase student achievement through rigorous, quality instruction in the core subject areas to increase student knowledge. We will empower students to become active and resourceful participants in their preparation to become college and career ready. We will encourage our students to dream and help to equip them with the necessary tools needed to plan and build for their future goals. We will work in partnership with all stakeholders to support student growth and to ensure that the social-emotional and academic needs of our students are being met in an ever changing world.

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

The parent teacher conferences will be held according to the CPS schedule which are November 15, 2017, and April 18, 2018 and as scheduled by parents and teachers throughout the school year.

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

We have a form that is sent home when students are not making progress. Parents are able to sign up for parent portal which allows each to monitor their child's progress or lack thereof. In conjunction with the school's reports, many teacher use ClassDojo or another form of communication via cell phones and email.

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

We have posted on our office counter the schedule for every teacher in our building. Parents are free to sign up to see teachers during their prep. periods in the office or send an email to the teachers.

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 allow parents to volunteer in classrooms once they have completed the volunteer information. When parents are concerned about their child's participation in school, they are allowed to visit and sit in the classroom to be a partner in the education process.

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

Parents receive daily and weekly information regarding their child's homework assignments and a signature is required upon the return (grades K-5). Grades 6-8 parents receive primary notification via parent portal, phone calls and letters home.

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

Parents are invited to participate in the LSC and PAC. This is when decisions affecting their children are made. They are encouraged to participate and therefore be a part of the decision making process.

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).

We have an incentive program for students that attend school regularly, are on the honor roll, most improved students and students that have met and exceeded on the NWEA. Eagle Bucks is another means for rewarding students for their display of positive academic performance, attendance and positive behavior.

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.

Our parents can sign in on the front counter to see teachers during their prep times with any concerns they might have. Staff is also available before and after school. T.O.P.S is Take Our Parents To School Program and once a month all parents are invited to spend from 9:00 a.m. - 12:00 p.m. with their children during instructional time. Asking questions, volunteering their service in the classroom, going along on field trips assisting with other duties in the school.

In some classroom teachers have forms that students must complete when they fail to complete their assignments for homework. The forms a kept by the teacher for review with the parents during conference times. When students are absent they are required by the CPS to return with a note from their parents. When parents have questions regarding curriculum they can meet with teachers before and after school when teachers are available.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 400 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 313 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 500 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ 750 .00