

Edward Coles Elementary Language Academy / Plan summary

2018-2020 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1 2 3 4

School's Vision and Mission is aligned to the school's CIWP. School Improvement Days Agendas and Grade Level Meetings Agendas support the school's vision and mission. Programs are aligned to create a clear focus and high expectations for both staff and students. Academic initiatives include: data trackers, DDI, weekly grade and meetings, teacher goal setting conferences, Ninth period RIT intervention and monthly Champion in You Assemblies. The implementation of Restorative Practices, Calm Classroom, and Intervention to Suspension, and Peace Circles. Attendance initiative include: attendance weekly and monthly incentives. A five week PLP (Personal Learning Plan) is put in place for identified students who are struggling academically, behavior and/or behavior.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Curriculum and Development Professionalism 4b. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A3. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 3 4

The ILT team is composed of teachers from every department (primary, intermediate and middle school) and Diverse Learner Teachers. The team meets to focus on root causes and analysis of data. This gives us an opportunity to hear the voice of the school and improve teaching and learning. The ILT regularly meet at least once or twice a month to discuss probing questions in relation to academics, behavioral issues and attendance. Data analysis is the drive behind decision-making with the ILT. The ILT team shares leadership with participating school members for improving teaching and learning.

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. agendas, agendas, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Evidence of MTSS
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4b. Curriculum and Development Professionalism 4c. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Prompts Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1 2 3 4

Professional learning is aligned to the school's and network goals and is provided throughout the school year. Collaboration logs are completed by the teaching staff and monitored monthly. Data analysis goal meetings are held monthly. Weekly evidence folders are used for monitoring and assessment. Data driven instruction monitored by submission of item analysis sheets to analyze student misconceptions, in addition submission of corrective action plans and differentiated groups. According to Reach Students, teachers who rate below proficiency to developing are provided with additional PD throughout the year.

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 resources to learning environment.
 - 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 address the school improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Reach Proficiency, Proficient/Outstanding)
Measures	<ul style="list-style-type: none"> ✓ SQR Attainment and Growth ✓ Five Essentials Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4b. Curriculum and Development Professionalism 4c. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Cooperates and Engages Staff and Gives Feedback to Staff Leaders B6. Professional Development Provided for Staff Leaders
NOW WHAT MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Building Better Use of Research ✓ Improving Professional Learning Opportunities ✓ Framework for Teaching PD Abilities

Aligned Resources:

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

Score
1 2 3 4

Coles' school budget is aligned to support instruction in ELA, Math, Science, and Social Science. The budget currently supports the following programs Study Island, Reading A-Z, as well as additional academic resources. Funds are allocated to support students' achievement and intervention incentives. Additional miscellaneous support staff are allocated to support teachers and students. After school programs and Saturday school opportunities are provided to support students 21st Century (ELA, Math, and Extra-curricular), Coles Academic Program, Ninth period and after school target reading and math subject areas.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> Schedules Teacher retention rates Staff exit interviews/surveys (data on reasons for leaving school or district) Conditions 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 CWP
Measures	<ul style="list-style-type: none"> Five Essentials
Standards for School Leaders	<ul style="list-style-type: none"> Effective Leaders, Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Collaborating with Students 3b. Engaging Students in Learning 3c. Demonstrating Knowledge of Content and Pedagogy 3d. Establishing a Culture of Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocate Resources to Support Student Learning B4. Hire and Retain 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 Support Strategic Source Vendor List CPS Instructional Time Guidelines: Elementary School Chronicle CPS Instructional Time Guidelines: High School Chronicle CPS Instructional Block Guidelines: K-2 Literacy CPS Instructional Block Guidelines: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score
1 2 3 4

All teachers utilize Network Twelve's Instructional Pacing Guide which is aligned to the Common Core State Standards. Cole's World Language department utilizes a Spanish curriculum that is aligned to American Council on the Teaching of Foreign Languages (ACTFL) which is also aligned to the CCSS. Teachers submit a Weekly Evidence folder which details what has been covered during the week along with students' work samples and assessments. Gradebook audits are completed frequently to monitor instruction and input of students' academic success.

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 map, vertical/horizontal Sequencing and pacing guides Materials with which cover multiple disciplines Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> 50% Attendance and Growth
Standards for School Leaders	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Collaborating with Students 3b. Engaging Students in Learning 3c. Demonstrating Knowledge of Content and Pedagogy 3d. Establishing a Culture of Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implement Curricular Scope and Sequence and Review Instructional Practices C1. Create 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 District Curriculum Curriculum K-12 Essential Literacy Goals Personal Finance 3.0 Course Themed Essential Scope & Sequence Health, Education, Social & Sequence Interdisciplinary Literacy & African American Studies Curriculum Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

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)

All classroom teachers utilize technology as a form of information access for instruction purposes. Most teachers provide opportunities for technology use as a form of information access, gathering, and learning. Most teachers differentiate instruction for various levels of support, knowledge, content, and learning modalities. A ninth period intervention schedule is created to offer students instructional intervention where their needs are. World Language teachers use technology for researching cultural facts about Spanish speaking countries and utilize Spanish programs to strengthen listening and speaking skills.

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	
	<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 forms, supplementary media (e.g. video)
Suggested Evidence	
Measures	<ul style="list-style-type: none"> ✓ IGP Assessment and Growth
Five Essentials	<ul style="list-style-type: none"> ambitious instruction supportive environment
NTSS Framework	<ul style="list-style-type: none"> curriculum & instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrate Knowledge of Content and Pedagogy 1b. Demonstrate Knowledge of Students 1c. Selective Learning Objectives 1d. Engage Learners Effectively
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocate Resources to Support Student Learning, Prioritizing Instructional Materials to Support Instructional Practices
HOW WHAT MATERIALS TO SUPPORT INSTRUCTIONAL PRACTICES	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD modules ✓ CPS Instructional Library System (ILCA&L)

Rigorous Student Tasks:

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

Score

Teachers convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student through goal setting and small group instruction. Teachers submit a Weekly Evidence folder which details what has been covered during the week along with students' work samples and assessments. Interim assessments are administered to students every five weeks to monitor student's success of the standards. Interim assessments are created through the utilization of Study Island. Teachers also submit folders every five weeks examples of activities aligned to standards and students' mastery of the taught standards.

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).
 - **Cohherence:** 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	
	<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/lookforgets) ✓ Focus groups and discussions with students
Suggested Evidence	
Measures	<ul style="list-style-type: none"> ✓ IGP Assessment and Growth
Five Essentials	<ul style="list-style-type: none"> ambitious instruction
NTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. Engage Learners Effectively 2b. Establishing a Culture for Learning 3c. Using Questioning and Discussion Techniques 3d. Engaging Students in Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
HOW WHAT MATERIALS TO SUPPORT INSTRUCTIONAL PRACTICES	
	<ul style="list-style-type: none"> ✓ Toolkit for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Classroom Tool ✓ Checklist for Quality Classroom Assessment (Checklist) (Miller, Brookhart) ✓ Student Work Review (SQR) ✓ Site Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

Cole's School Counselor provides an annual career day for school which encompasses engagement for all students. All classrooms are assigned a university and/or college to represent to which teachers utilize the colors, themes, etc. for the school and expose students to the university and/or college life. The students are exposed by the school counselor to a range of career paths and the education requirements of each to improve long term planning and goal setting achievement. The counselor initiates conversations about college and careers as early as the primary grades. Teachers reinforce what has been taught to students. Currently, plans are in place for students to visit their universities. Middle school students are trained to analyze their test scores, attendance percentages and their GPAs and to adjust their actions and behavior to increase high school options. The school counselor works with students focusing on positive academic and behavior qualities including, persistence, engagement, work habits, communication, and self evaluation.

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 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 readiness for information ✓ Homework Mastery Data ✓ Attendance reports ✓ Artifacts, plans, or evidence related to successful transition structure ✓ To a through state
Measures	<ul style="list-style-type: none"> ✓ College Readiness, Persistence, Drop Out, and Attendance Rates ✓ Seal of College and Career Readiness
Five Essentials	<ul style="list-style-type: none"> ✓ Ambitious Instruction ✓ Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> ✓ Curriculum & Instruction ✓ Family & Community Engagement
CPA Framework for Teaching	<ul style="list-style-type: none"> ✓ 2b. Student Learning ✓ 2c. Student Learning ✓ 2d. Student Learning ✓ 2e. Student Learning ✓ 2f. Student Learning ✓ 2g. Student Learning ✓ 2h. Student Learning ✓ 2i. Student Learning ✓ 2j. Student Learning ✓ 2k. Student Learning ✓ 2l. Student Learning ✓ 2m. Student Learning ✓ 2n. Student Learning ✓ 2o. Student Learning ✓ 2p. Student Learning ✓ 2q. Student Learning ✓ 2r. Student Learning ✓ 2s. Student Learning ✓ 2t. Student Learning ✓ 2u. Student Learning ✓ 2v. Student Learning ✓ 2w. Student Learning ✓ 2x. Student Learning ✓ 2y. Student Learning ✓ 2z. Student Learning
CPA Framework for Teaching	<ul style="list-style-type: none"> ✓ 2b. Student Learning ✓ 2c. Student Learning ✓ 2d. Student Learning ✓ 2e. Student Learning ✓ 2f. Student Learning ✓ 2g. Student Learning ✓ 2h. Student Learning ✓ 2i. Student Learning ✓ 2j. Student Learning ✓ 2k. Student Learning ✓ 2l. Student Learning ✓ 2m. Student Learning ✓ 2n. Student Learning ✓ 2o. Student Learning ✓ 2p. Student Learning ✓ 2q. Student Learning ✓ 2r. Student Learning ✓ 2s. Student Learning ✓ 2t. Student Learning ✓ 2u. Student Learning ✓ 2v. Student Learning ✓ 2w. Student Learning ✓ 2x. Student Learning ✓ 2y. Student Learning ✓ 2z. Student Learning

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1 2 3 4

According to data analyzed from REACH Students most teachers effectively communicate with students. One of our goals is for all classrooms to utilize accountable talk within the classrooms and with all students for more effective discourse. Accountable Talk question stem charts are available in every academic classroom. A goal is for all teachers to utilize Blooms Taxonomy vocabulary to plan their questions for students in order to deepen students' understanding of the skill being taught. Most teachers effectively engage students in learning however, in order for students' understanding to go to the next level teachers must reflect on their best practice strategies utilized in the classroom. Through the monitoring of the Weekly Evidence Folders and Five Week Binders teachers are integrating formative assessment into instruction. Some teachers adjust their instruction so individual student misunderstandings or advanced needs are successfully accommodated. Most teachers change instructional practices based on analysis of current data and post conferences. Most teachers provide targeted support to individual students or groups of students based on their identified needs.

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, peer-to-peer learning) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SIFP Adjustment and Growth ✓ EACI Instruction 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
CPA Framework for Teaching	<ul style="list-style-type: none"> ✓ 2b. Student Learning ✓ 2c. Student Learning ✓ 2d. Student Learning ✓ 2e. Student Learning ✓ 2f. Student Learning ✓ 2g. Student Learning ✓ 2h. Student Learning ✓ 2i. Student Learning ✓ 2j. Student Learning ✓ 2k. Student Learning ✓ 2l. Student Learning ✓ 2m. Student Learning ✓ 2n. Student Learning ✓ 2o. Student Learning ✓ 2p. Student Learning ✓ 2q. Student Learning ✓ 2r. Student Learning ✓ 2s. Student Learning ✓ 2t. Student Learning ✓ 2u. Student Learning ✓ 2v. Student Learning ✓ 2w. Student Learning ✓ 2x. Student Learning ✓ 2y. Student Learning ✓ 2z. Student Learning
CPA Framework for Teaching	<ul style="list-style-type: none"> ✓ 2b. Student Learning ✓ 2c. Student Learning ✓ 2d. Student Learning ✓ 2e. Student Learning ✓ 2f. Student Learning ✓ 2g. Student Learning ✓ 2h. Student Learning ✓ 2i. Student Learning ✓ 2j. Student Learning ✓ 2k. Student Learning ✓ 2l. Student Learning ✓ 2m. Student Learning ✓ 2n. Student Learning ✓ 2o. Student Learning ✓ 2p. Student Learning ✓ 2q. Student Learning ✓ 2r. Student Learning ✓ 2s. Student Learning ✓ 2t. Student Learning ✓ 2u. Student Learning ✓ 2v. Student Learning ✓ 2w. Student Learning ✓ 2x. Student Learning ✓ 2y. Student Learning ✓ 2z. Student Learning

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

All teachers utilize Network Twelve's Instructional Pacing Guide which is aligned to the Common Core State Standards. Cole's School has a consistent grading policy which all teachers must utilize. Gradebook is monitored to ensure that the grading policy is being utilized effectively. Teachers convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student through goal setting and small group instruction. Teachers submit a Weekly Evidence Folder which details what has been covered during the week along with students' work samples and assessments. Interim assessments are administered to students every five weeks to monitor student's success of the standards. Interim assessments are created through the utilization of Study Island. Teachers also submit folders every five weeks examples of activities aligned to standards and students' mastery of the taught standards. Most teachers 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 (MTSS).

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> Examples of a variety of teacher created and teacher selected assessments Units and lesson plans with formative and summative assessments embedded in a long term plan
Suggested Evidence	<ul style="list-style-type: none"> Presence of assessment team analysis for the purpose of planning Assessment calendar Examples of gradebooks School grading policy Grade distribution reports (sums access rates)
Measures	<ul style="list-style-type: none"> SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Selecting Learning Objectives 1b. Designing Coherent Instruction 2a. Using Assessment in Instruction 3a. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. Implement Coherent Instruction and Response and Develop Instructional Practices
Now: What? Methods to Support Improvement Planning	
	<ul style="list-style-type: none"> 213 National Assessment Framework & Assessment Model Assessment Design Toolkit Teacher Work Assessment Guide Grading protocols and guidelines Great Schools Partnership - Grades 1-8 Reports

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

Academic classroom teachers adjust instruction in order for individual students misunderstandings or advanced needs are successfully accommodated through small group instruction, Afterschool Programs, 21st Century, and Ninth period intervention. Most teachers 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 (MTSS). Teachers provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism through utilization of data trackers. Nearly all departments and Related Service Providers (RSP) collaborate and work as teams to plan and monitor targeted students' support with varied instructional strategies and SEL support of varying degrees of intensity for all students through common planning, progress monitoring (primary), and data trackers (3-8). Collaboration logs are utilized to monitor the teams progress. Most teachers implement personal learning plans, goals and intervention strategies for students. Teachers communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

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 track 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	
	<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)
Suggested Evidence	<ul style="list-style-type: none"> 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 SQRP Attainment and Growth Attendance Rates Course success rates (e.g. grade distributions, pass/failure rates)
Measures	<ul style="list-style-type: none"> SQRP Attainment and Growth Attendance Rates Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2a. Using Assessment in Instruction 3a. Demonstrating Flexibility and Responsiveness 4b. 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." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 3 4

Teachers and staff members create a culture for learning that reflects a shared belief in the importance of learning and hard work. Most teachers and staff exude high expectations for all students and develop structures that enable practice and perseverance for each individual student. Students are praised for their excellence through recognition at the Champion in You celebrations. The ILT meets bi-monthly and creates their agenda to reflect improvement of school's priorities. Teachers strive daily to encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by displaying perseverance and working hard to improve to ensure success. Most teachers 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 (MTSS). Mostly all teachers and staff develop academic mindsets and behaviors through CAFL.

Most staff and students participate in Coles Academic Fantasy League (CAFL). Staff members and students form teams to compete academically and behaviorally. The goal is to monitor these criteria along with attendance for effective school improvement. A few teachers use structured class meetings to build and promote positive relationships with their peers. A few teachers use Peace Circles to facilitate their students to build and promote positive relationships with their peers. Some student to student interactions are positive and respectful. The relational trust amongst staff members are high as teachers support and respect colleagues who are experts with utilizing best practice strategies.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards

Suggested Evidence

- Sample of individual student learning goals from a cross-section of teachers
- Also review student work evidence from Engage Student Tests

Measures

- Five Essentials - Ambitious Instruction
- ISIP Assessment and Growth

Five Essentials

- Ambitious Instruction
- Collaborative Teachers
- Supportive Environment

MTSS Framework

- Curriculum & Instruction

CPS Performance Standards for School Leaders

- CL: Create a Culture that Supports Social Emotional Learning and Effective Work

New/What Materials to Support Improvement Planning

- [Leadership Advancements: The Role of Non-Cognitive Factors in Boosting School Performance](#)
- [Framework for Teaching, Learning, and Growth in Schools](#)
- [Social Emotional Learning Supports \(social.edsd.org\)](#)
- [AFCA: Mindset & Behaviors](#)

Relational Trust:

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

Score

1 2 3 4

Relational Trust is high according to the Five Essentials survey. Teachers appear to trust each other as they work collaboratively to meet the needs of their students. Evidence is shown by the work from the ILT, Grade Level teams, Vertical Grade bands, and committees.

Guide for Relational Trust

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards

Suggested Evidence

- Five Essentials: My Voice, My School Survey
- School Climate Standards Self-Assessment

Measures

- Five Essentials

Five Essentials

- Collaborative Teachers
- Supportive Environment

MTSS Framework

- School Leadership, Family & Community Engagement

CPS Framework for Instructional Leadership

- IL: Demonstrate Knowledge of Student Learning
- PL: Cultivate an Environment of Trust and Support

CPS Performance Standards for School Leaders

- D2: Create, develop and sustain relationships that result in active student engagement in the learning process
- E1: Create a Culture of Responsibility and Climate

New/What Materials to Support Improvement Planning

- [Social Emotional Learning Supports \(social.edsd.org\)](#)
- [Trust in Schools: A Core Resource for School Reform \(ASCS\)](#)
- [Creating a School Community \(ASCS\)](#)

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Students are presented with opportunities to take part with the Student Council, Peer Council, and varied extra-curricular activities. Students have the opportunity to participate in sports and/or academic programs. Some students interact with school counselor to voice their interests and opinions relating to current and future goals. Student representation from grades 6th-8th are represented to work on the Peer Council. Currently, plans are in place for students to visit their universities. Middle school students are trained to analyze their test scores, attendance percentages and their GPAs and to adjust their actions and behavior to increase high school options.

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 how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
 - 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.

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ Any Voice, by School Survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
ACS Framework	Community & Partnership, Family & Community Engagement
CPA Framework for	26. Creating an Environment of Respect and Support
Teaching	46. Involving Student Behavior
CPA Performance Standards for	46. Communicating with Families
CPA Performance Standards for	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? ACTIONS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPA Performance Standards & Update
✓	Guidelines for Effective Discipline

Parent and Family Partnership:

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

Score
1 2 3 4

- *Five Essential Survey
- *Sign in sheets LSC, PAC, and Grade Level Parent Meetings
- *Family Night Events
- *Coles Students' Assemblies
- *Coles Parent Workshops
- *Report Card Pickup Community Nights

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent events/night, parent open houses, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center requests ✓ Event agendas, flyers ✓ Family stories and success (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture? ✓ Five Essentials Data – Involved Families ✓ Any Voice, by School Survey scores – outreach to parents, parent-teacher meet
Measures	Involved Families
Five Essentials	Family & Community Engagement
ACS Framework for	46. Involving Student Behavior
Teaching	46. Communicating with Families
CPA Performance Standards for School	D1. Engage Families
CPA Performance Standards for School	Leadership
NOW WHAT? ACTIONS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
We took a significant percentile drop and therefore, our ILT along with other Teacher Leaders have created Action Plans around Math for improvement.	96.00	50.00	80.00	85.00	95.00
National School Growth Percentile - Math					
We took a significant percentile drop and therefore, our ILT along with other Teacher Leaders have created Action Plans for improvement.	96.00	45.00	80.00	85.00	95.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We made a slight percentile drop and therefore, our ILT along with other Teacher Leaders have created Action Plans for improvement.	66.40	53.50	75.00	80.00	90.00
African-American Growth Percentile - Reading					
We took a significant percentile drop and therefore, our ILT along with other Teacher Leaders have created Action Plans for improvement.	96.00	52.00	85.00	90.00	95.00
Hispanic Growth Percentile - Reading					
We do not have any students who meet this demographics.	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
We do not have any students who meet this demographics.	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
We took a significant percentile drop and therefore, our ILT along with Teacher Leaders and Diverse Learner Teachers have created Action Plans for improvement.	99.00	29.00	80.00	85.00	90.00
African-American Growth Percentile - Math					
We took a significant percentile drop and therefore, our ILT along with other Teacher Leaders have created Action Plans around Math instruction for improvement.	96.00	45.00	87.00	90.00	95.00
Hispanic Growth Percentile - Math					
We do not have any students who meet this demographics.	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					
We do not have any students who meet this demographics.	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
We took a significant percentile drop and therefore, our ILT along with our Diverse Learner Teachers have created Action Plans around Math instruction for improvement.	99.00	32.00	80.00	85.00	90.00
National School Attainment Percentile - Reading (Grades 3-8)					
We took a significant percentile drop and therefore, our ILT along with other Teacher Leaders have created Action Plans around Reading instruction for improvement.	79.00	68.00	80.00	83.00	90.00
National School Attainment Percentile - Math (Grades 3-8)					
We took a significant percentile drop and therefore, our ILT along with other Teacher Leaders have created Action Plans around Math instruction for improvement.	80.00	66.00	85.00	87.00	90.00
National School Attainment Percentile - Reading (Grade 2)					
We gained 8% in our NSAP in Reading. We look forward through our planning to continue to gain.	75.00	83.00	90.00	93.00	95.00
National School Attainment Percentile - Math (Grade 2)					
We took a significant percentile drop and therefore, our ILT along with other Second Grade Teachers have created Action Plans around Math for improvement.	83.00	61.00	90.00	95.00	95.00
% of Students Making Sufficient Annual Progress on ACCESS					
We do not have any students who meet this demographics.	(Blank)	(Blank)	0.00	0.00	0.00
Average Daily Attendance Rate					
We continue to increase our attendance rate each year and have put measures/incentives in place with our Attendance Team to continue to improve.	95.20	95.70	96.50	97.00	97.50
My Voice, My School 5 Essentials Survey					
We look forward to analyzing the data from this survey.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

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...

Provide excellent Tier 1 instruction and monitor students' progress through informative and formative assessments. Teachers will be able to create small groups based on students' weaknesses and needed skill set. If we provide differentiated and individualized support to students to create MTSS Tier 2 and 3 interventions for students that are off track academically.....

...then we see...

More On Track students and an increase in higher grades. More student engagement, collaboration and increase in attendance because students' academic needs are being met and socially they feel more confident in their abilities.

...which leads to...

An increased percentage of at least 70% of our students on track and 96% or above overall daily attendance rate.

Tags:
Instruction

Area(s) of focus:
2

Action step

MTSS Coordinators will provide professional development around the metrics of MTSS and Coles' expectations

Responsible

MTSS Coordinators
Administration

Timeframe

Aug 28, 2018 to
May 1, 2019

Status

On-Track

Interventions, Academic supports, Social emotional learning

Weekly and/or bi-monthly collaborative teacher meetings to discuss and share progress of students and strategies in relation to MTSS best practice focus.

Administration
Grade Band/Level Chair
Teachers

Oct 5, 2018 to
Jun 7, 2019

On-Track

Progress monitoring, Collaborative teachers, Social emotional learning, Student academic support, Interventions and supports

Weekly (Blank) select Behind

Strategy 2

If we do... Increase correspondence by using the robo call system written correspondence and reminders display pertinent information on the school's marquee and website, offer flexibility with time for following activities summit, parent training and workshops.

...then we see... An increase in parents participating in parent training programs, PAC, LSC, Parent Summits/meetings, workshops, and overall volunteerism.

...which leads to... An overall increase of at least 50% more parent participation, which will lead to stronger parent partnerships, who are informed and knowledgeable, as well as equipped to assist their children to be successful academically and emotionally.

Tags: Parent engagement, Parent portal, Parent involvement, Parent meetings, Parent summit

Area(s) of focus: 3

Action step	Responsible	Timeframe	Status
Principal along with Parent Leaders will organize a Parent Summit	Principal Parent Leaders	May 1, 2018 to Oct 12, 2018	On-Track

Parent partnerships, Parent engagement, Parent involvement

School will create an end of the year incentive to increase parental involvement	Administration Parent Leaders Teachers	Sep 4, 2018 to Jun 14, 2019	Not started
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Parent partnerships, Parent involvement

Strategy 3

If we do... Plan based on alignment of N12 Pacing Guide using backwards mapping and focus on Tier One instruction for all students infusing: technology; small and whole group instruction; ongoing analysis of data; MTSS; formative and summative assessment; vertical and horizontal alignment.....

...then we see... Increased time on task Targeted instruction Increased grade level proficiency Student engagement Student awareness and sense of ownership

...which leads to... A minimal increase of 10% Student On Track Increase standards based/benchmark assessments (teacher and school-wide created) by 10% At least 15% increase percentage on NWEA Growth and Attainment

Tags: MTSS, Assessments, Accountable talk, Analysis of data, progress monitoring, rit instruction, small group instruction, Student accountability, Student agency

Area(s) of focus: 1

Action step	Responsible	Timeframe	Status
Weekly and/or bi-weekly teacher team meetings to gauge the rigor of assessments and assignments provided by teachers.	Administration Grade Level/Band Chairpersons	Sep 4, 2018 to Jun 7, 2019	Not started

Teacher Teams/Collaboration, Rigorous student tasks, Teacher accountability, Teacher agency, Teacher authority

Monthly and/or bi-monthly professional development meetings held by Instructional Leadership Team	Administration ILT	Sep 24, 2018 to May 31, 2019	Not started
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Professional Learning, ILT, Rigorous tasks, Teacher collaboration, Rigorous instruction, Rigorous assessment

Collaborate with students to establish a strong foundation of college to career readiness through real world connections and provide opportunities to become positive contributing members to a global society	Administration Teacher Leaders Student Leaders	Sep 10, 2018 to Jun 14, 2019	Not started
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Instruction, Student voice, engagement, & civic life, College and career readiness

Action Plan

Strategy 1

ON-TRACK MTSS Coordinators will provide professional development around the metrics of MTSS and Coles' expectations*
Aug 28, 2018 to May 01, 2019 - MTSS Coordinators Administration

Status history



ON-TRACK Apr 23, 2018 Evidence MTSS interventions Agenda Sign In Sheet Collaboration Logs Student Portfolio

ON-TRACK Weekly and/or bi-monthly collaborative teacher meetings to discuss and share progress of students and strategies in relation to MTSS best practice focus. *
Oct 05, 2018 to Jun 07, 2019 - Administration Grade Band/Level Chair Teachers

Status history



ON-TRACK Apr 23, 2018 Evidence Teacher collaboration log Agenda Sign in Sheet

BEHIND Weekly*

Status history



BEHIND Apr 23, 2018 Problem Root Cause Next steps

Strategy 2

ON-TRACK Principal along with Parent Leaders will organize a Parent Summit*
May 01, 2018 to Oct 12, 2018 - Principal Parent Leaders

Status history



Apr 23

ON-TRACK Apr 23, 2018
Evidence
Surveys Sign In Sheets On Track Status Volunteer Log

NOT STARTED School will create an end of the year incentive to increase parental involvement*
Sep 04, 2018 to Jun 14, 2019 - Administration Parent Leaders Teachers

Status history

Apr 23

NOT STARTED Apr 23, 2018
Evidence
Volunteer Logs

Strategy 3

NOT STARTED Weekly and/or bi-weekly teacher team meetings to gauge the rigor of assessments and assignments provided by teachers.*
Sep 04, 2018 to Jun 07, 2019 - Administration Grade Level/Band Chairpersons

Status history

Apr 23

NOT STARTED Apr 23, 2018
Evidence
Agenda Teacher meeting sign in and minutes Assessment Artifacts

NOT STARTED Monthly and/or bi-monthly professional development meetings held by Instructional Leadership Team*
Sep 24, 2018 to May 31, 2019 - Administration ILT

Status history

Apr 23

NOT STARTED Apr 23, 2018
Evidence
Agenda Teacher meeting sign in and minutes

NOT STARTED Collaborate with students to establish a strong foundation of college to career readiness through real world connections and provide opportunities to become positive contributing members to a global society*
Sep 10, 2018 to Jun 14, 2019 - Administration Teacher Leaders Student Leaders

Status history

Apr 23

NOT STARTED Apr 23, 2018
Evidence
Artifacts

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.

This local school unit will involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement via monthly PAC meetings in which parents will plan for overall school improvement.

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

This local school unit will hold an annual meeting in the Fall at a time convenient to parents during the first marking period to inform parents of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, parent meetings (K-8th) held quarterly, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend via monthly PAC meetings in which parents will plan for overall school improvements. Information reports will also be presented at monthly LSC meetings. The projected date of our Title I Annual Meeting and Title I PAC Organizational Meeting will be in September 2018. The Title I Annual Meeting will be held in early September and the Title I PAC Organizational Meeting will be held later in September 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.

This local school unit will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet via our local school and unit curriculum guide that will be available in the main office, via the internet at www.colesacademy.com, parent reports for each assessment (benchmark) and biweekly overviews of the curriculum through visible teacher's lesson plans located in a common place available to the parents. Parent Advisory Council (PAC) meetings will be held monthly. Parents will be encouraged to participate by offering suggestions for improvement and to discuss concerns. Parents will also be asked to complete a survey regarding the PAC and what topics are of interest to them. Parents will also be encouraged to meet with their child's teacher daily to discuss the academic achievement of their child.

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.

This local school unit will assist parents of NCLB 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 via monthly PAC meetings, providing parents with an abundance of opportunities to enhance their understanding of the state's academic content standards by offering free workshops for parents, Open House, and quarterly grade (K-8th) parent meetings. Information will be reinforced on an ongoing basis at various parent meetings throughout the school year

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

This local school unit 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 if the following exists: In the event a student is being provided services by a teacher deemed not "highly qualified" this local school unit will follow all guidelines established to notify parents of this designation and service being provided. Parents will be encouraged to discuss the reports with their child's teacher.

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

Parents will be given information regarding the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments at Open House at the beginning of the school year and throughout the school year at PAC and LSC meetings. Information will be reinforced on an ongoing basis at various parent meetings throughout the school year. Parents will be able to enhance their understanding of the state's academic content standards by Cole's School offering free workshops for parents, Open House, and quarterly grade (K-8th) parent meetings. Information will be reinforced on an ongoing basis at various parent meetings throughout the school year

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.

Cole's Academy will host a Parent Summit and parent literacy workshops annually throughout the school year. Our literacy teachers will present in the PAC meetings by offering varied strategies on working with their children at home. Parents will be offered literacy and computer workshops during our Math, Science or Literacy Events. Parents will be encouraged to participate in the various workshops. Flyers will be posted and handed out to parents to invite their participation.

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.

Cole's Academy will educate all staff members as it relates to contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents through small discussion groups, working groups and large panel discussions during staff development and teacher institute days scheduled throughout the school year by the district. Cole's Academy will also take advantage of opportunities offered by outside agencies.

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.

Coles Academy will solicit parent volunteers for field trips and classroom events, offer parent workshops focusing on tips for early childhood education, and hosts meetings and/or orientation with pre-k parents whose child will enter kindergarten. There will be a strong focus on daily attendance as our early childhood as consistently displayed the lowest attendance rates at Coles Academy over the years. At Parent Advisory Council (PAC) meetings the PAC Officers along with the leadership team will ensure that there are speakers made available to facilitate workshops for all parents. Parents will be invited to monthly PAC meetings and Local School Council (LSC) meetings.

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.

Cole's Academy communicates with our parents through monthly newsletters, universal phone system, flyers and our school's marquee in communicating messages regarding upcoming events at the school. We will ensure that information related to the school and parent programs, meetings, and other activities are sent to parents in understandable and uniform formats at the end of the week with information about the following week events, postings on school's website and postings on school's marquee.

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 "na" if all are checked)

NA

School-Parent Compact

Complete

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

The mission of Edward Coles Model to Excellence language Academy is to provide a high-quality educational experience that focuses on the issues related to the diverse needs of our students, while providing our students with the intellectual skills needed to compete and succeed in our global community. It is the mission of Edward Coles Model for Excellence Language Academy that all students (general education and students with disabilities) become independent and positive, contributing members of society

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.

Cole's Academy will hold parent-teacher conferences during the Fall at the beginning of the school year (Open House) so parents can meet their child's teacher and discuss first progress report face-to-face. We will also hold parent-teacher conferences five weeks after Parent-Teacher Conference Day (November) and during the Spring (April) we will hold Parent-Teacher Conference Day. Also, embedded in every teacher's schedule is a Home Connection period (Principal's Directed Preparation Period) in which teachers are able to correspond with parents by telephone or in person.

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

Progress Reports will be provided to parents throughout the school year regarding the progress of their child. On the 5th, 15th, 25th and 35th week progress reports will be sent home to all parents. Reports cards will be picked up by parents on the 20th and 40th weeks of school. Also, parents will be encouraged to sign up for Parent Portal so that they will have 24 hour access to their child(ren) academic grades. Parents will also receive data assessments reports for their child(ren)

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

During Open House/Back to School Night, at the beginning of the school year teachers will provide parents with their preparation periods for conferences. Also, parents will be made aware that teachers are available during their preparation periods four days out of the week. Parents and teachers will meet in the teacher's classroom or the conference room. Conferences will be done at the request of the parent, teacher or an administrator.

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.

Following the guidelines and policies of the Chicago Public School parents will be encouraged to volunteer at their child's school. Parents will be asked to complete the volunteer packet from CPS and will discuss with the leadership team where and how they would like to volunteer.

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

During Open House and/or Back to School Night, PAC and LSC meetings parents will be given the expectations regarding homework and the daily attendance for their child in school. Parents will be encouraged to do so daily and to ensure that they are signing their name to the homework to state that they have checked it. Parents will be encouraged to send their child to school daily. Throughout the school year, newsletters will continuously highlight the importance of daily attendance and monitoring the homework for your child.

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

Parents will consult with the leadership team at confidential conferences (parent and administrator), PAC meetings and LSC meetings regarding decisions for their child. The parents will participate in decisions relating to the education of their children by voicing their opinions to school administration, participate in monthly PAC and LSC meetings, attend parent conferences and quarterly parental grade meeting (K-8th).

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).

The students will share the responsibility for improved student academic achievement by having good attendance, demonstrate a positive attitude, come prepared for class, complete classroom/homework assignments, attend After-School Programs and honor roll recognition.

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.

This will be discussed at the PAC's Organizational Meeting in September 2018.

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.	\$ <input type="text" value="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.	\$ <input type="text" value="370"/> .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ <input type="text" value="300"/> .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)	\$ <input type="text" value="1000"/> .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ <input type="text" value="600"/> .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.	\$ <input type="text" value="100"/> .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.	\$ <input type="text" value="Amount"/> .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ <input type="text" value="Amount"/> .00
53306	Software Must be educational and for parent use only.	\$ <input type="text" value="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.	\$ <input type="text" value="300"/> .00