Orville T Bright Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic

Date	Participants	Topic
02/07/2018	Dr. Pamela Sanders, Alicia Lewis, Andrea Klaczynski, Regina Ross-Ude, Erica Fox, Maria Miranda	School Effectiveness Framework Review and Prioritization
02/20/2018	Dr. Sanders, Alicia Lewis, Wanda Linton, Veronica Arias	School Effectiveness Review and Instructional Priorities Development
02/23/2018	Alicia Lewis,Dr. Pamela Sanders, Esmeralda Gutierrez	Finalize Framework Priorities
03/02/2018	Alicia Lewis, Dr. Sanders, Wanda Linton, Andrea Klaczynski	CIWP Goal Setting and Rationale
03/06/2018	Dr. Sanders, Alicia Lewis, Wanda Linton, Andrea Klaczynski	CIWP Strategy Development
04/23/2018	Dr. Sanders, Erica Fox, Wanda Linton, Andrea Klaczynski	Strategy Review and Goal Review/Revisions
04/19/2018	Dr. Sanders, Alicia Lewis, Wanda Linton	Strategy Review and Revision/Additional Priority Rational

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

> There is a School Vision and it has been shared with all stakeholders, shareholders were provided opportunities to engage in a process to develop and review the current mission and vision. Instruction is data-driven using multiple sources of data.Teachers are challenged to push their thinking around "next steps" after data is analyzed, however this does not always translate to adjustments in practice to meet student identified needs of all students within classrooms. School leaders effectively guide/monitor instructional practices throughout the school. Team members regularly assess the state of the school and trend data, however this has not always resulted in teachers being more active in taking the lead within and across grade bands, and providing constructive peer to peer feedback loops independent of the admin team.

Guide for Leadership & Collective Responsibility

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

- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 **2** 3 4

> The ILT team is organized around a common understanding of the team's purpose and priorities. The team represents all relevant content areas and programs, and is appropriate in size. The ILT meets bi-weekly and uses an agenda with a clear focus. The team uses appropriate protocols and level of analysis for the meeting purpose. The team gathers and uses current an relevant data to review current classroom practices and student achievement. Team members have equity of voice and are actively engaged in the meeting process. ILT members share key idea and work of the ILT with grade band members. The ILT needs to take more substantial action to address root causes for identified needs. Implementing and monitoring action steps needs to become a regular practice of the ILT. The ILT is proficient in identifying problems/situations but falls short in moving from identifying the problems to implementing solutions. Admin continues to take the lead and be the lead managers of the ILT roles and responsibilities to ensure the work is done according to schedule.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1   2   **3**   4

> Bright School Administrators administer a Professional Learning Self-Assessment annually to teachers. The survey feedback is used to guide professional development opportunities for teachers. Identified PD is provided during grade-level meetings and through participation in outside workshops and training. Funding is consistently allocated for full day, and after school professional development opportunities for classroom teachers, as identified by the needs assessment and REACH domain component rating trends.

Guide for Professional Learning

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

Evidence, Measures, and Standards

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Aligned Resources:

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

> Schedules are developed with students as a priority. Budget and staff resources are intentionally aligned to school priorities. The school day schedule is designed to be responsive to student needs and maximize instructional time using the CPS Instructional Time and Block Guidelines . Schedules are reviewed/monitored ongoing and adjusted as needed. Scheduling allows for common planning time and targeted scheduling of prep teachers to provided additional SEL and academic supports in identified classrooms.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Expectations for depth & breadth of Student Learning

Curriculum:

Score

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

1   2   **3**   4

> Teachers align units of instruction with the Network 13 Scope and Sequence for Reading and Math with fidelity. Teachers work collaboratively to identify the essential understandings of the CCSS at their grade level and extend opportunities for all students, including ELLs and DLs, to grade level texts and concepts. Teachers use the WIDA Standards in addition to the CCSS to differentiate instruction and assessments for ELLs. There is a need for teachers to develop more opportunities for students to engage in meaningful project-based learning and targeted social emotional learning. Lesson Plans are monitored to ensure planning is aligned with CCSS.

Guide for Curriculum

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
✓ CPS Literacy Scope and Sequence
✓ CPS Math Scope and Sequence Guidance
✓ Digital Citizenship Curriculum
✓ K-12 Financial Literacy Guide
✓ Personal Finance 3.0 Course
✓ Physical Education Scope & Sequence
✓ Health Education Scope & Sequence
✓ Interdisciplinary African & African American Studies Curriculum
✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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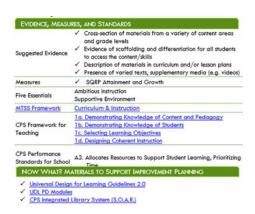
Score

1 2 **3** 4

> Teachers and students have a variety of instructional materials that are aligned to the CCSS and instructional needs of students. All teachers have access to the Book Room which houses a Scholastic Leveled Library, texts of various content areas and genres, and professional reads for teachers. ELL books are also available in the Book Room. Technology is an integral part of the students' learning experience. Classrooms have access to iPads and/or Chromebooks for students to access various online programs, including STRIDE Academy, Khan Academy, and Coach Digital. Technology enhances the students' learning experience by providing opportunities for creative thinking and problem solving. Teachers differentiate the curriculum and provide small-group instruction in reading and math including accommodations and modifications to address the needs of Diverse Learners and ELLs. Small-group planning/implementation binders are reviewed by Admin. Gradebooks are also monitored to ensure MTSS interventions are in place for academics and SEL.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> Teachers' planning is monitored using the REACH CPS Framework for Teaching and monitoring of weekly lesson plans.Teachers convey high learning expectations for all students and most teachers have structures in place that enable students to persevere. Teachers align tasks with standards-based learning objectives that draw on multiple standards. There is a need for teachers to create tasks that reflect the key shifts in literacy (complexity, evidence, and knowledge) and mathematics (focus, coherence, and rigor). Teachers need to consistently use protocols to collectively reflect on the level of cognitive demand that a task is requiring of students and analyze student work samples as part of a professional learning process. There is also a need for ongoing learning walks conducted by the ILT.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Teaching for Robust Understanding in Mathematics (TRU Math)
✓ Math Practices: What to Look For Observation Tool
✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓ Student Work Protocol (EQuIP)
✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1 **2** 3 4

> Naviance data is reviewed by Admin and the Counselor. Neighboring colleges provide college fairs to the middle school students. Diverse Learners have Transition Plans that are developed to prepare them for post-high school transitioning. Additionally parents and students are provided resources via MOPD/ODLSS transition F.A.I.R.

Guide for Transitions, College & Career Access & Persistence

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

graduate from college if they attend a postsecondary institution with high graduation rates

- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Teachers are able to effectively communicate with students. Teachers guide students to articulate their learning and anticipate possible student misunderstandings. Teachers enable students to contribute to the learning process and use academic vocabulary to deepen content knowledge. While teachers do use techniques that enable student discourse about specific content (turn-and-talk, conversation cards, listen/talk sticks), teachers need to encourage more responsibility on the students to ensure that all voices are heard, and that all students are listening and responding to questions and answers from their teacher and peers. Teachers also need to focus on deepening student understanding through questioning. Teachers need to incorporate more high-level, open-ended questions to challenge students cognitively and advance higher level thinking. Teachers need to ensure that instruction is differentiated for ALL students, including DLs, ELLs, and students exceeding grade level standards. Teachers need to be more effective with formative assessment in instruction. Teachers need to monitor progress and use formative assessments with fidelity to inform and change their instruction. Progress monitoring needs to be used to track effectiveness of interventions and supports for individual student needs with fidelity.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and

answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ CPS Framework for Teaching with Critical Attributes
- ✓ CPS Framework for Teaching Professional Learning Modules
- ✓ CPS Framework for Teaching Professional Learning Opportunities
- ✓ Special Education Addendum
- ✓ English Language Learner Addendum

CPS SCHOOL EXCELLENCE FRAMEWORK   10

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

> Teachers have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and learning needs. There is a grading system in place that clearly communicates learning progress and achievement to students and families. These grades report students' progress and proficiency and are consistent and fair across teachers and content areas. Teachers also provide accommodations and modifications on assessments for students with IEPs. Teachers need to use more formative assessment in the classroom to provide a more comprehensive picture of student learning. More frequent progress monitoring needs to take place to correctly identify specific gaps and monitor improvement, especially students with MTSS interventions at Tier 2 and Tier 3. Teachers in the building need to work together to create common assessments and use protocols to score these assessments in teacher teams. Teachers need to enhance the quality of their classroom assessments to ensure that they meet the expectations for the CCSS.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**

- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting	

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

Teachers use assessment data to identify needs of intervention and enrichment for students. Teachers make effective adjustments to instruction to individualize lessons for student needs. Teachers identify students off track due to poor performance and provide intensive supports to address the root causes. Teachers need to better support students in Tier 1 so that interventions are done in a timely and effective manner for students who are struggling. Teachers need to use progress monitoring more effectively to record effectiveness of interventions and student response to those interventions. Teachers need to use the Problem Solving Process to plan Tier 2 and 3 interventions and ensure implementation of these interventions through review of 5 week data.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.

- Each student has the opportunity to advance upon demonstrating mastery.
  - **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
    - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
  - **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
    - Determine appropriate interventions for students or groups of students not making adequate progress.
    - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

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

High expectations are set/established/shared with stakeholders regarding the importance of providing a quality education to ALL students.

Expectations are that every teacher will provide rigorous, relevant, challenging, engaging instruction; Progress monitor students with fidelity, and engage parents in academic practices. Survey data indicate teachers feel they are collaborative and supportive of student learning. The culture reflects a belief in the importance of learning. Attendance strategies are used to encourage daily and timely attendance. Learning goals are relevant to students and are consistently communicated. High learning expectations are conveyed for all students and structures are developed that enable students to persevere. This is done through school-wide displays of expectations for success throughout the building, differentiated expectations to meet the needs of diverse students, and providing an environment where students feel safe to share misunderstandings and struggles. More work needs to be done to encourage students to take ownership and pride in their work. Teachers need to ensure that students assume responsibility for improving and self-assess their own learning and progress. Teachers need to provide more informative feedback so that students can use the feedback to reflect and self-regulate their own learning.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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.
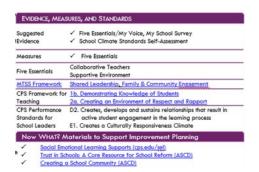
Score

1 **2** 3 4

Teachers develop trusting relationships with students and some are responsible for daily check-ins for students. Adult-student interactions are mostly positive, caring, and respectful consistently school-wide, however students need to be given more opportunities to build positive relationships with their peers.Teachers respect other teachers who take the lead in school improvement efforts and other teachers who are experts in their craft. Exchanges between colleagues are respectful and genuine. While interactions among school stakeholders are respectful, professional and in many cases genuinely caring, there is low level relational trust regarding Teacher to Admin interactions.Teacher survey data supports this.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

MVMS data indicate students feel their voices are heard at Bright School. Students are not shy in sharing their concerns with staff. Student data also indicate students feel supported at Bright School. Teachers teach about the structure and function of government, community, and history of politics. Students learn about issues that matter to them through discussions and various resources that allow them to evaluate evidence and consider other viewpoints. Teachers design learning experiences that enable students to explore other experiences and perspectives, and support students in learning how to engage and lead respectful and productive discussions. Students need to be given more opportunities to participate in decision making at the school level and address school-based issues. Students also need to be provided the opportunity to research and analyze issues that matter to them and use social and digital platforms to raise awareness on the issue. More consistent systems and structures need to be in place to ensure that students are invited to participate in shaping school policies, goals, instruction, and climate.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize

civic power as an individual and as a member of a community.

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

Evidence, Measures, and Standards

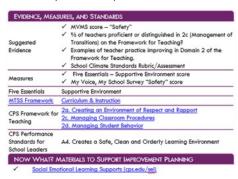| Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service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

Safety & Order:

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

Survey data indicate Bright School has a supportive, safe environment. Students indicate they feel comfortable sharing their concerns/problems with adults within the school. The school climate ensures that students and adults feel physically and emotionally safe throughout the school. Clear procedures are put in place to respond to safety concerns. Arrival, dismissal, and other school transitions are safe and efficient. There is a shared expectation for positive behavior and all adults use supervision in all settings to reinforce those behavior expectations that causes a minimal disruption to learning. Some classrooms need to improve their classroom routines and procedures to maximize instructional time and orchestrate an environment so that students contribute to the management of the classroom routines with disruption of learning.

Score

1   2   **3**   4

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

Score

1   2   **3**   4

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

Misconduct data (Dashboard) indicate out-of-school suspensions at Bright school are a last resort. Maintaining an environment of respect and rapport throughout the school is a priority. Discipline matters are handled with a focus on changing the behavior and pushing students to be "problem solvers and peacemakers." The school has developed and shared clear behavior expectations. Well-managed routines and transitions in most settings maximize instructional time. Families are used as partners and contacted frequently to inform them of student behavior and progress. Acknowledgements and reinforcement opportunities are present for all students. There are clear disciplinary procedures in place for classroom-managed and office-managed behaviors and students are given the opportunity to take responsibility for repairing harm cause by their actions and generating solutions to resolve conflicts with peers or staff. Teachers need to incorporate teaching competencies of SEL standards consistently and with fidelity. Teachers need to use progress monitoring and data to determine positive behaviors that need to be retaught or more heavily reinforced.

Guide for Restorative Approaches to Discipline

- PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- INSTRUCTIVE - Integrate universal SEL skills instruction and core content.

- Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
    - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
        - Use data to determine which behaviors should be retaught or more heavily reinforced.
    - Explicitly teach expected behavior and positively reinforce consistently school-wide.
    - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
    - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
    - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
    - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
    - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
    - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
    - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
    - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1   2   **3**   4

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

> The school has established a non-threatening, welcoming environment that is inviting and helpful. Staff responds to families' concerns and requests for information professionally and in a timely manner. Teachers inform parents of grade level standards and expectations and grading policies clearly. The school promotes the use of Parent Portal for parents to access information about their child. Staff regularly informs parents of their child's progress across various measures including attendance, discipline, and academics. The school uses a variety of consistent communication methods that include phone calls, monthly newsletters, face to face, and the school website. All information is provided to parents in their native language and all parent meetings are scheduled with interpreters for parents that speak a language other than English. LSC and BAC/PAC meetings also provide an opportunity for parents to meet with school staff members. IEP meetings are held with parents of Diverse Learners annually according to schedule. Additionally Open House and Report Card Pick-Up events provide opportunities for parents to engage in meaningful consultation with teachers.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
    - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
    - Host events for parents to share with other parents how home and school complement each other.

- Share best practices around learning and development with parents to support students at home.
- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.

- ○ **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- ○ **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- ○ **Provide proactive communication (e.g. parent handbook and resources).**
- ○ **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: 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 ⊘

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					
The CPS Content Literacy Framework and the Network 13 Literacy Pacing Guide have been used as a resource and road map for teachers. These resources ensure that teachers are able to successfully incorporate the ELA shifts for the CCSS throughout the school year and teach the grade level content of each standard. There is frequent review and monitoring of MTSS, NWEA, WIDA, TRC/DIBELS, and STRIDE PMA data. Classroom teachers also analyze formative assessment data of students to determine additional intervention or enrichment needs for literacy instruction. There is currently scheduling in place that supports opportunities for common planning and staff collaboration to review data.	36.00	44.00	57.00	60.00	65.00
National School Growth Percentile - Math					
We will continue to utilize the Math Instructional Framework and Scope and Sequence provided by Network 13 to address the Math Common Core State Standards with fidelity. We will also continue to review and monitor MTSS, NWEA, WIDA, STRIDE PMA data and classroom formative and summative assessments to ensure that students are provided with interventions and enrichment opportunities when needed in math instruction. Scheduling allows job-embedded opportunities for common planning, review of data, and collaboration between teachers.	70.00	28.00	40.00	50.00	60.00
% of Students Meeting/Exceeding National Ave Growth Norms					

52.40	46.60	50.00	60.00	70.00

The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and ongoing goal setting in response to the data. Implementation of systematic accountability structures for all SPED teachers including lesson plan review and feedback, a Peer Review Calendar and Process to ensure that SPED teachers are writing "right fit" IEPs for diverse learners based utilizing formative and summative assessment data, and monitoring of IEP goal development and tracking. A critical review and updating of SPED student and personnel schedules was conducted and is on-going to ensure programming for SPED students is explicitly tied to student IEPs to close the achievement gap between diverse learners and their Gen. Ed. peers. Regular onsite professional development for SPED teachers has been provided on strategies for improving instructional accommodations for diverse learners in the Gen Ed classroom and self-contained classroom (lesson planning), as well as IEP development and goal writing. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning

African-American Growth Percentile - Reading

25.00	40.00	45.00	50.00	60.00

The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets. Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.

Hispanic Growth Percentile - Reading

75.00	48.00	55.00	60.00	70.00

The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets. Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.

English Learner Growth Percentile - Reading

(Blank)	(Blank)	50.00	55.00	60.00

Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools(STRIDE Academy, READING A to Z) with Spanish Language curriculum, have led to increased academic outcomes for ELL students e.g. passing grades in reading and math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC. The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS Q1 through Q4 of each school year. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.

Diverse Learner Growth Percentile - Reading

(Blank)	(Blank)	35.00	40.00	45.00

Accountability structures for SPED teachers are in place to ensure appropriate instruction for Diverse Learners is being provided. These structures include lesson plan review and feedback, Peer Review Calendar and Process to ensure "right fit" IEPs, and progress monitoring review and tracking for IEP goals. Personnel schedules are effective for SPED students and are explicitly tied to student IEPs. SPED teachers have attended and will continue to attend various Professional Developments to increase knowledge of SPED best practices including, lesson planning, instructional strategies, and IEP development and goal writing. Additionally SPED teachers are also provided with The CPS Content Literacy Framework and the Network 13 Literacy Pacing Guide to ensure that their classroom instruction is aligned to the General Education Curriculum. These resources ensure that teachers are able to successfully incorporate the ELA shifts for the CCSS throughout the school year and teach the grade level content of each standard in a way that is appropriate for the individual learner. There is frequent review and monitoring of progress monitoring data. SPED teachers also analyze formative assessment data of students to determine additional intervention or enrichment needs for literacy instruction.

African-American Growth Percentile - Math

66.00	25.00	50.00	60.00	70.00

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.

Hispanic Growth Percentile - Math

86.00	27.00	45.00	55.00	65.00

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.

English Learner Growth Percentile - Math

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps for Math Coach. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools (STRIDE Academy) with Spanish Language curriculum for reading and math, have led to increased academic outcomes for ELL students e.g. passing grades in math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC.	*(Blank)*	*(Blank)*	50.00	55.00	65.00

Diverse Learner Growth Percentile - Math

Accountability structures for SPED teachers are in place to ensure appropriate instruction for Diverse Learners is being provided. These structures include lesson plan review and feedback, Peer Review Calendar and Process to ensure "right fit" IEPs, and progress monitoring review and tracking for IEP goals. Personnel schedules are effective for SPED students and are explicitly tied to student IEPs. SPED teachers have attended and will continue to attend various Professional Developments to increase knowledge of SPED best practices including, lesson planning, instructional strategies, and IEP development and goal writing. Additionally, SPED teachers are provided with the Math Instructional Framework and Scope and Sequence provided by Network 13 to align their instruction with the Math Common Core State Standards. SPED teachers also review progress monitoring data frequently to ensure that students are provided with interventions and enrichment opportunities when needed in math instruction.	*(Blank)*	*(Blank)*	40.00	45.00	50.00

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

The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	25.00	29.00	37.00	40.00	48.00

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

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.	24.00	20.00	30.00	40.00	50.00

National School Attainment Percentile - Reading (Grade 2)

34.00	39.00	40.00	45.00	55.00

The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets. Scheduling that supports job embedded opportunities for common planning , vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.

National School Attainment Percentile - Math (Grade 2)

26.00	25.00	32.50	40.00	50.00

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. Scheduling that supports job-embedded opportunities common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.

% of Students Making Sufficient Annual Progress on ACCESS

46.70	*(Blank)*	50.00	55.00	60.00

Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools(STRIDE Academy, READING A to Z) with Spanish Language curriculum, have led to increased academic outcomes for ELL students e.g. passing grades in reading and math, improved attendance(above 95% overall aggregate) and increased ELL parent participation in BAC and PAC.

Average Daily Attendance Rate

95.30	95.90	95.00	96.00	96.00

Current attendance accountability systems and structures have been successful in improving attendance to 95% over a three year period. We missed 96% by .10 of a point the previous school year. We have set a goal of 96% for cycle 2018-2020.

My Voice, My School 5 Essentials Survey

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

MSMV Domain: Supportive Environment: The School Is Safe, Demanding, And Supportive. SY 2016-2017 Bright Received A Score Of 48 in this indicator, which represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:
•Peer Support For Academic Work (21 - Weak)
• Academic Personalism (86 - Very Strong)
• Safety (Neutral 47 - Weak)
• Student-Teacher Trust (59 - Neutral)

Our goal school SY 2017-2018 is to increase our Indicator Score to 60 by increasing school level opportunities for student voice and influence on specific policies and programs to improve student relationships and overall climate and culture at Bright. We've held meetings with the CPS 4th District School Police Detail to discuss concerns students have expressed traveling and from school, as well as concerns in the surrounding community. School detail officers have committed to increasing patrols in the blocks surrounding the school before school, and during after school programming hours (3pm-6pm) to support students in feeling safe.

Custom metrics   4 of 4 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
ELL Growth Percentile Math					

We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction.. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction utilizing feedback and coaching next steps TRU Math Instruction Classroom Look For Dimensions. The school will continue to provide after school acceleration and intervention math tutoring/support for targeted students. Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools (STRIDE Academy) with Spanish Language curriculum for reading and math, have led to increased academic outcomes for ELL students e.g. passing grades in math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC.	*(Blank)* *(Blank)*	50.00	55.00	60.00

ELL Growth Percentile Reading

Increased resources to the Bilingual Program (full time Bilingual Teacher, and Bilingual Classroom Assistant), school scheduling to support common planning time for the Bilingual Coordinator across grade bands, a leveled book room with resources in Spanish, and web based curriculum support tools (STRIDE Academy, READING A to Z) with Spanish Language curriculum, have led to increased academic outcomes for ELL students e.g. passing grades in reading and math, improved attendance (above 95% overall aggregate) and increased ELL parent participation in BAC and PAC. The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for teachers to ensure they consistently incorporate the three ELA instructional shifts for CCSS in lesson and unit plans aligned to the literacy scope and sequence.. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	*(Blank)* *(Blank)*	50.00	55.00	60.00

Diverse Learner Growth Percentile Reading

Implementation of systematic accountability structures for all SPED teachers including lesson plan review and feedback, a Peer Review Calendar and Process to ensure that SPED teachers are writing "right fit" IEPs for diverse learners based utilizing formative and summative assessment data, and monitoring of IEP goal development and tracking. A critical review and updating of SPED student and personnel schedules was conducted and is on-going to ensure programming for SPED students is explicitly tied to student IEPs to close the achievement gap between diverse learners and their gen ed peers. Regular on -site professional development for SPED teachers has been provided on strategies for improving instructional accommodations for diverse learners in the Gen Ed classroom and self-contained classroom (lesson planning), as well as IEP development and goal writing .The CPS Content Literacy Framework and the Center for Urban Education's Literacy Pacing Guide has been used as a primary resource and road map for all SPED teachers to ensure they successfully incorporate the three ELA instructional shifts for CCSS in lesson and unit plans. Frequent review and monitoring of MTSS, NWEA, TRC/DIBELS, and STRIDE PMA data, as well as classroom formative assessment data of students to determine additive intervention or enrichment opportunities for literacy instruction, has led to an increased percentage of students meeting their DWA growth targets.Scheduling that supports job embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench mark data review and goal setting has been instrumental is classroom and grade band data review and on-going goal setting in response to the data.	*(Blank)* *(Blank)*	35.00	40.00	45.00

Diverse Learner Growth Percentile Math

Implementation of systematic accountability structures for all SPED teachers including lesson plan review and feedback, a Peer Review Calendar and Process to ensure that SPED teachers are writing "right fit" IEPs for diverse learners based utilizing formative and summative assessment data, and monitoring of IEP goal development and tracking. A critical review and updating of SPED student and personnel schedules was conducted and is on-going to ensure programming for SPED students is explicitly tied to student IEPs to close the achievement gap between diverse learners and their gen ed peers. Regular offsite (ODLSS) on -site professional development for SPED teachers has been provided on strategies for improving instructional accommodations for diverse learners in the Gen Ed classroom and self-contained classroom (lesson planning), as well as IEP development and goal writing. We will continue to implement math unit plans based on common core state standards with fidelity, review and monitor MTSS, NWEA, and classroom formative and summative assessments for students, while providing additive intervention or enrichment opportunities for math instruction. We utilized a instructional math coach to support building teacher capacity for high-quality math instruction and developing math intervention for students. We will continue to conduct regular observations and provide coaching/feedback to teachers regarding math instruction TRU Math Classroom Look Fors/Classroom Walk Look For Tools. The school will allocate to funding provide after school acceleration and intervention math tutoring/support for targeted students (outside vendor) Scheduling that supports job-embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for bench marking and monitoring formative math data, to inform reteaching plans and small group planning.Regular push-in observations will continue to provide coaching/feedback to teachers regarding math instruction celebrations and concentrations.	(Blank)	(Blank)	35.00	40.00	45.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Improve the quality of small-group instruction in reading and math in all classrooms.	Quality small-group instruction that will lead to improved student achievement in reading and math.	60% of students in grades K-8 will meet or exceed their mCLASS/NWEA targets for reading and math.

Tags:
Instructional delivery

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Teachers will establish a classroom environment conducive for Small Group Instruction, including the physical space, data-informed groups, rotation schedule, and classroom routines.	Teachers	Sep 4, 2018 to Oct 1, 2018	Completed

Instructional delivery

Teachers will deliver data driven small group instruction to students and involve students in meaningful, differentiated centers, and record student progress.	Teachers	Oct 1, 2018 to Jun 10, 2019	On-Track

Instructional delivery

Lesson plans will be scored monthly using the Small Group Instruction rubric to ensure differentiation and data driven instruction is being delivered, and feedback will be provided to teachers.	ILT Team	Oct 1, 2018 to Jun 10, 2019	Behind

Instruction planning

Conduct weekly push-in observations using the Small-Group Observation Form and provide feedback to teachers.	Principal, AP	Sep 10, 2018 to Jun 10, 2019	Behind

Instructional support

Strategy 2

If we do...	...then we see...	...which leads to...
Engage students in rigorous instruction that focuses on the following: higher order thinking, how the task is carried out and to what degree, helping students develop the capacity to understand content that is complex and challenging.	Students engaged in rigorous relevant challenging tasks that include problem solving, analyzing information and project-based learning.	More than 55% of students in grades 2-8 will meet/exceed their NWEA growth targets.

Tags:
Rigorous instruction, Rigorous student tasks

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Teachers will include various DOK level activities and questions within their lesson plans and implement those plans with fidelity.	Teachers	Sep 10, 2018 to Jun 10, 2019	Not started

Rigorous instruction

Lesson plans will be scored monthly using the EQUIP rubric and feedback will be provided to teachers.	ILT Members and Teachers	Nov 1, 2018 to Jun 10, 2019	Not started

Rigorous instruction

Two grade-level meetings per month will be focused on task analysis.	Administration, Teachers	Sep 24, 2018 to Jun 30, 2019	On-Track

Rigorous tasks

(Blank)	*(Blank)*	Sep 24, 2018 to Jun 30, 2019	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Address the way our school supports students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need	Ongoing appropriate MTSS intervention strategies implemented, entered and monitored by teachers.	Increased multiple tiered systems of support for students.

Tags:
Multi-tiered systems

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Develop and communicate a school wide MTSS system that identifies students who need additional support provided in both small group and individual settings.	MTSS Team	Sep 4, 2018 to Oct 1, 2018	Completed

MTSS

School Counselor will support SEL for students in grades K-8 by providing targeted support for identified Tier 2 and Tier 3 students in need of additional behavioral supports.	Counselor	Sep 24, 2018 to Jun 10, 2019	On-Track

MTSS

Teachers will progress monitor frequently to make decisions about changes in instruction or goals and applying student response data to educational decisions.	Teachers	Oct 1, 2018 to Jun 10, 2019	On-Track

Multi-tiered support systems

Monitor MTSS interventions bimonthly to ensure appropriate intervention strategies are entered with timely notes, start and finish dates.	MTSS Team	Oct 1, 2018 to Jun 10, 2019	On-Track

Multi-tiered support systems

Engage all students in grades K-8 in student discourse through the following activities: "Get It Together", Sentence Stem Cards (3rd-8th) and Listen-and-Talk protocol (K-2nd), Think-ink-pair-share.	Students engage in meaningful student to student discourse contributing to the classroom culture.	Sep 10, 2018 to Jun 20, 2019	On-Track

Mtss tiers 1, 2, and

Strategy 4

If we do...	...then we see...	...which leads to...
Engage all students in grades K-8 in disciplinary identity through the use of the following activities: Math Talks, 3 Acts Math Lessons, and Which One Doesn't Belong?	Students will contribute to conversations about disciplinary ideas, to build on others' ideas and have others build on theirs.	65% of students will be able to make connections to mathematical concepts which will promote increased NWEA scores.

Tags:
Student engagement, Academic performance

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Teachers will include evidence of disciplinary identity activities in their lesson plans.	Teacher	Oct 1, 2018 to Jun 10, 2019	Not started

Planning for instruction

Strategy 5

If we do...	...then we see...	...which leads to...
Use a common protocol to analyze the quality of teacher created 5 and 10 week formative assessment for alignment to summative assessments in grades K-8.	improved consistency in the assessment of student learning, and student grades that accurately reflect student achievement and learning progress to families.	60% of students in grades K-8 will meet/exceed their NWEA/mClass growth targets for Reading and Math.

Tags:
Balanced grading and assessment

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Select a common protocol to assess the quality of teacher created 5 and 10 week formative assessments.aligned to CCSS (utilizing the Assessment Design Toolkit).	ILT	Sep 17, 2018 to Jun 20, 2019	On-Track

Balanced grading and assessment, Expectations for depth & breadth of quality teaching: balanced assessment & grading

Create a School-Wide K-8 Formative Assessment calendar aligned to 5 and 10 week student progress reports.	MTSS Team/ILT	Sep 17, 2018 to Jun 20, 2019	On-Track

Balanced grading and assessment, Expectations for depth & breadth of quality teaching: balanced assessment & grading

Action Plan

Strategy 1

BEHIND

Conduct weekly push-in observations using the Small-Group Observation Form and provide feedback to teachers."

Sep 10, 2018 to Jun 10, 2019 - Principal, AP

Status history

| 4. Jun | 18. Jun | 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct | 22. Oct | 5. Nov |

BEHIND

Nov 13, 2018

Problem

While Admin has pushed into classrooms since September 4, 2018, Admin did not use the Small-Group Observation form while conducting observations. Admin did provide timely feedback to teachers following each push-in observation which included glows, grows, and next steps.

Root Cause
Next steps
Next steps will include using the Small-Group Observation Form beginning Q2.

NOT STARTED   May 23, 2018
Evidence

COMPLETED

Teachers will establish a classroom environment conducive for Small Group Instruction, including the physical space, data-informed groups, rotation schedule, and classroom routines."

Sep 04, 2018 to Oct 01, 2018 - Teachers

Status history

| 4. Jun | 18. Jun | 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct | 22. Oct | 5. Nov |

COMPLETED

Nov 13, 2018
Evidence
The focus of the first five weeks of Q1 was classroom environment. At the end of week five, a Learning Walk was conducted. Trends were noted and discussed.

NOT STARTED   May 23, 2018
Evidence

ON-TRACK

Teachers will deliver data driven small group instruction to students and involve students in meaningful, differentiated centers, and record student progress."

Oct 01, 2018 to Jun 10, 2019 - Teachers

Status history

| 4. Jun | 18. Jun | 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct | 22. Oct | 5. Nov |

ON-TRACK

Nov 13, 2018

Evidence

Approximately 70% of Bright teachers deliver data-driven small-group instruction with fidelity. Classroom centers were in varying states of development as evidenced by the Learning Walk.

NOT STARTED   May 23, 2018

Evidence

BEHIND

Lesson plans will be scored monthly using the Small Group Instruction rubric to ensure differentiation and data driven instruction is being delivered, and feedback will be provided to teachers."

Oct 01, 2018 to Jun 10, 2019 - ILT Team

Status history

| 4. Jun | 18. Jun | 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct | 22. Oct | 5. Nov |

BEHIND

Nov 13, 2018

Problem

Lesson plans are being reviewed weekly however the SGI Rubric has not yet been used as part of that review process. Admin has instead focused on making certain the CCSS, student tasks, and assessments are aligned.

Root Cause

Admin has instead focused on making certain the CCSS, student tasks, and assessments are aligned.

Next steps

Admin will begin to use the SGI effective Q2.

NOT STARTED   May 23, 2018

Evidence

Strategy 2

ON-TRACK   Two grade-level meetings per month will be focused on task analysis."

Sep 24, 2018 to Jun 30, 2019 - Administration, Teachers

Status history

| Jun 2018 | Jul 2018 | Aug 2018 | Sep 2018 | Oct 2018 | Nov 2018 |

ON-TRACK   Nov 13, 2018

Evidence

Weekly Grade Level meeting agendas include student work analysis using a research-based protocol. (ATLAS)

NOT STARTED   May 23, 2018

Evidence

NOT STARTED   Teachers will include various DOK level activities and questions within their lesson plans and implement those plans with fidelity."

Sep 10, 2018 to Jun 10, 2019 - Teachers
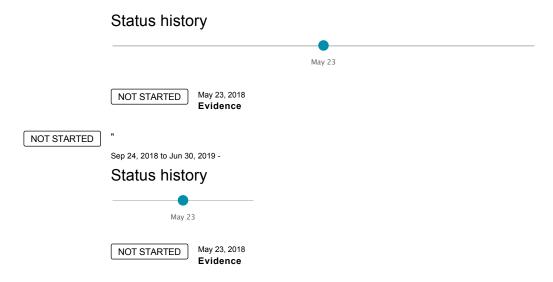
Status history

May 23

NOT STARTED   May 23, 2018

Evidence

NOT STARTED   Lesson plans will be scored monthly using the EQUIP rubric and feedback will be provided to teachers."

Nov 01, 2018 to Jun 10, 2019 - ILT Members and Teachers

Status history

May 23

NOT STARTED   May 23, 2018
Evidence

NOT STARTED   "

Sep 24, 2018 to Jun 30, 2019 -

Status history

May 23

NOT STARTED   May 23, 2018
Evidence

Strategy 3

ON-TRACK

School Counselor will support SEL for students in grades K-8 by providing targeted support for identified Tier 2 and Tier 3 students in need of additional behavioral supports."

Sep 24, 2018 to Jun 10, 2019 - Counselor

Status history

| 4. Jun | 18. Jun | 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct | 22. Oct | 5. Nov |

ON-TRACK

Nov 13, 2018
Evidence
The School Counselor is a member of the MTSS Team, the BHT (Behavior Health Team, and she provides instruction focused on SEL issues that affect Bright students. Topics include bullying, suicide ideation, grooming etc.

ON-TRACK   May 23, 2018
Evidence

COMPLETED

Develop and communicate a school wide MTSS system that identifies students who need additional support provided in both small group and individual settings."

Sep 04, 2018 to Oct 01, 2018 - MTSS Team

Status history

| 4. Jun | 18. Jun | 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct | 22. Oct | 5. Nov |

COMPLETED

Nov 13, 2018
Evidence
The MTSS Team has been established. The Team meets bimonthly to discuss and review MTSS interventions. The Team provides five-week reports to each grade band. Trends are noted and individual feedback is given to teachers.

COMPLETED

May 23, 2018
Evidence
MTSS team has provided the staff with the Bright School Tiering criteria. This provides staff with the enter and exit criteria for each tier. Staff has also been provided with the Bright School menu of MTSS interventions to implement with students.

ON-TRACK

Monitor MTSS interventions bimonthly to ensure appropriate intervention strategies are entered with timely notes, start and finish dates."

Oct 01, 2018 to Jun 10, 2019 - MTSS Team

Status history

4. Jun	18. Jun	2. Jul	16. Jul	30. Jul	13. Aug	27. Aug	10. Sep	24. Sep	8. Oct	22. Oct	5. Nov

ON-TRACK

Nov 14, 2018
Evidence
The MTSS Team monitors MTSS interventions to ensure appropriate strategies are entered with progress monitoring notes, start, and finish dates. Monitoring Reports are shared with all stakeholders.

ON-TRACK

Nov 13, 2018
Evidence
The MTSS Team has been established. The Team meets bimonthly to discuss and review MTSS interventions. The Team provides five-week reports to each grade band. Trends are noted and individual feedback is given to teachers.

NOT STARTED   May 23, 2018
Evidence

ON-TRACK

Teachers will progress monitor frequently to make decisions about changes in instruction or goals and applying student response data to educational decisions."

Oct 01, 2018 to Jun 10, 2019 - Teachers

Status history

	May 23	

ON-TRACK   May 23, 2018
Evidence

ON-TRACK

Engage all students in grades K-8 in student discourse through the following activities: "Get It Together", Sentence Stem Cards (3rd-8th) and Listen-and-Talk protocol (K-2nd), Think-ink-pair-share."

Sep 10, 2018 to Jun 20, 2019 - Students engage in meaningful student to student discourse contributing to the classroom culture.

Status history

4. Jun	18. Jun	2. Jul	16. Jul	30. Jul	13. Aug	27. Aug	10. Sep	24. Sep	8. Oct	22. Oct	5. Nov

ON-TRACK

Nov 13, 2018
Evidence
Ongoing classroom observations revealed "Think-Pair-Share is being implemented with fidelity in grades K-8. The use of Sentence Stem Cards is also in place as part of the Ready Common Core Math curriculum.

ON-TRACK   May 23, 2018
Evidence
75% of students will demonstrate authority over the content which will promote increased NWEA scores.

Strategy 4

NOT STARTED   Teachers will include evidence of disciplinary identity activities in their lesson plans."

Oct 01, 2018 to Jun 10, 2019 - Teacher

Status history

May 23

NOT STARTED May 23, 2018
Evidence

Strategy 5

ON-TRACK

Select a common protocol to assess the quality of teacher created 5 and 10 week formative assessments.aligned to CCSS (utilizing the Assessment Design Toolkit)."

Sep 17, 2018 to Jun 20, 2019 - ILT

Status history

| 4. Jun | 18. Jun | 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct | 22. Oct | 5. Nov |

ON-TRACK Nov 14, 2018
Evidence
Teachers have engaged in professional development focused on analyzing formative assessments to ensure alignment with CCSS.

NOT STARTED May 23, 2018
Evidence

ON-TRACK

Create a School-Wide K-8 Formative Assessment calendar aligned to 5 and 10 week student progress reports."

Sep 17, 2018 to Jun 20, 2019 - MTSS Team/ILT

Status history

| 4. Jun | 18. Jun | 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct | 22. Oct | 5. Nov |

ON-TRACK
Nov 14, 2018
Evidence
A school-wide K-8 Formative Assessment calendar was created aligned to 5 and 10-week student progress reports.

K-2 ----- REACH Performance Tasks, KIDS, SANDI - NWEA BOY, MOY, EOY 2ND Grade

3-5 NWEA BOY, MOY, EOY, 5 and 10-Week STRIDE PMAs, Bi-weekly quizzes, Diagnostic and progress monitoring assessments Tiers 2 and 3

6-8 NWEA BOY, MOY, EOY, 5 and 10-week STRIDE PMAs, Bi-weekly quizzes, Tier 2 and 3 Diagnostic Progress monitoring Assessment

NOT STARTED May 23, 2018
Evidence

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois

state board of education.

5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> This will be accomplished at the first PAC meeting in September 2018, where parent members are elected, and Title 1 programs and requirements are explained to the parents. At that time they select meeting times and dates for the school year. Monthly reminders are sent home with every student to encourage attendance.
> The LSC, Community, CIWP, and Teacher Team Meetings allow parents the opportunity to participate in the process of school review and 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

> The school will hold an annual Title 1 Meeting at a time that is convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title 1 Programs, and to explain the Title 1 requirements and their rights to be involved in the Title 1 Programs. The school will offer a number of additional parent involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in NCLB Title 1 Program to these meetings and encourage them to attend. The Annual Title 1 Meeting is scheduled to be held on Wednesday, September 19, 2018 at 8:15
> am in the Bright Parent Engagement Center. The Title 1 PAC Organizational Meeting is scheduled to be held on Wednesday October 3, 2018 at 8:15am in the Parent
> Engagement Center.

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.

> Monthly BAC, LSC. and PAC meetings are held. During these meetings parents receive pertinent information regarding teaching and learning. Responses to parent suggestions/concerns are provided within 48 hours or sooner based on the urgency of the suggestion/concern.Our school has an open door policy and parents are welcomed to bring any issues to be presented, especially at the monthly PAC/BAC meetings. These meetings provide parents with information about CCSS, Theory of Action, and professional Learning Communities. At these meetings parents are given the opportunity to ask questions, voice concerns and give suggestions.

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 will be accomplished by providing and explaining every student's individual NWEA scores to their parents at the beginning of the school year, at MOY testing, and EOY testing. In addition, as assessments are given, parents will be informed of of their progress (% week assessments and end of quarter assessments.

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.

School will follow Central Office Directives related to teacher highly qualified status and notify parents by letter as applicable.

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.

The following reports are provided to parents during Open House, Report Card Pick-Up, BAC, PAC and individual parent teacher conference meetings.
*School Report Card
*NWEA School Reports
*mCLASS Reports
*State of the School Address
**8th Grade Graduation Requirements
Parents are provided a detailed explanation of what each report means. They are also provided information regarding how to support their children at home.

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.

This will be accomplished by continuing to have parent classes and workshops during BAC/PAC meetings. Furthermore, we intend to assist parents in working with their children to improve their academic achievement by providing online resources and tutorials for parents to refer to help their children. Also, we will continue with the parent lending library program SY 2018-2019.

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.

Professional development regarding cultural awareness regarding Bright School's demographics will be provided BOY and MOY during Staff Development Days. Teachers will hold parent meetings twice a year to discuss expectations, curriculum and to strengthen ties with parents. This will be accomplished quarterly by providing Professional Development in cultural awareness of the school's population and how to be more effective in communicating with parents through PAC, BAC, and staff PLC on going professional development throughout the school year. Monthly "Coffee With the Principal."

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.

Pre-School parent workshops will be held quarterly to engage and inform parents around the importance of early childhood education.

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.

Monthly classroom parent newsletters are sent home with students. Additionally, Bright School has a website that is updated regularly. Teachers also share information parents in real-time via the Class Do Jo.We will send information to parents in English and Spanish via a monthly calendar and newsletters, classroom newsletters, and
through notices announcing meetings and special events.

Policy Implementation Activities

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

☑

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

☑

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

☑

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

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

N/A

School-Parent Compact   Complete

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

Bright Elementary School strives to meet the academic, social and emotional needs of ALL students. At Bright School, we strive to create a collaborative and inclusive learning environment, while developing innovative thinkers who understand the past, explore the present, and positively impact the future equipped with a wealth of knowledge and experiences. We are committed to developing well-rounded students who are prepared to compete and be successful in a global 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.

The dates of parent-teacher conferences are as follows:
November 14, 2018(Parent Teacher Conference Day)
April 10, 2019 (Parent Teacher Conference Day
Additional conferences are determined by each individual teacher as they see necessary.

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

The school will provide parents formal reports on their children's progress eight times a year via four Progress Reports and four Report Cards. These reports will be provided every five weeks throughout the school year. The school will provide reports on their children's progress as follows:
Progress Report Distribution Dates: October 5, 2018; December 14, 2018, March 8, 2018 and May 19, 2019.

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

Parents will be provided access to staff in accordance with established CPS/CTU guidelines. (e.g. during teachers' preparation periods and other times as indicated by the individual teacher) Instructional time will not be interrupted to conduct consultations with parents. According to our visitor's policy, parents can make an appointment to see their child's teacher before, during or after school, depending on the teacher's
schedule.

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

Parents are encouraged to complete and submit a CPS Volunteer Packet. Once parents are approved by CPS, they may volunteer in classrooms and other areas of the school based on Principal approval. Classroom observations are granted on an individual basis in collaboration with the classroom teachers.

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

Parents can support their children's learning through the use of the student agenda(which lists homework and assignments), classroom newsletters, meetings and communications with the teacher. Parents can also volunteer in classrooms to support their child's learning. Parents are strongly encouraged to utilize the CPS Parent Portal to monitor student grades and academic progress.

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

BAC/PAC Meetings, Annual State of the School Address/Open House, LSC Meetings, Grade Level Presentations, Coffee With The Principal, will give parents the opportunity to have a voice in the education of their children.

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

Students are made responsible for their learning through the use of Individual Goal Plans, Classroom Data Walls, Classroom Newsletters, yearly and quarterly, Student Advisory Council, Award Ceremonies and other Special 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.

Bright School Admin developed a Parent Engagement Plan that will be shared with all school stakeholders BOY SY 2018-19. The plan will be updated and shared with stakeholders BOY SY 2010-20 as well. The plan is based on the work of Dr. Joyce Epstein using the Eight Key Strategies and Ideas for Engaging Parents listed below:
*Communicating * Learning At Home * Parenting * Volunteering * Participating in Decision-Making * Collaborating With Community * Fundraising * Attending School Events

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.
$ 100 .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.
$ 500 .00

53205 — **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.
$ 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)
$ 600 .00

54505 — **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.
$ 100 .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.
$ 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.
$ 200 .00

<p>53510</p> **Postage**
Must be used for parent and family engagement programs only.
$ 50 .00

53306 — **Software**
Must be educational and for parent use only.
$ 0 .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.
$ 200 .00