



William E B Dubois Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/13/2018	Vanessa Williams-Johnson, Lillian Noonan	CIWP Planning Calendar, Collection of Evidence, Measures, and Standards

03/12/2018	Vanessa Williams-Johnson, Venus DeLoach, Eileen Little, Tom McNulty, Sharice Randall, Shedrick Sanders, Angela Frazier, Veronica Romanowski, Kelly Flowers, Lyllien Noonan	Review of 2016-2018 CIWP Strategies & Action Steps, Category Summaries
04/05/2018	LaShanda Lewis, Ida Marshall, Michael Webber, Kaiana Wilson, Liana Alfred, Gloria Wilson, Nora Schmiedel, Danielle Roberson, Lne Taylor, Rashionda Carlisle, Olivia Andrews	Framework Scoring and Evidence for Quality and Character of School Life
04/03/2018	Flowers, Noonan, Dydo, McNulty, Frazier, Randall, Kelly, Schmiedel, Romanowski, Jewell, Spencer, G. Wilson	Frameworking Scoring for Depth & Breadth of Student Learning
04/09/2018	Flowers, Noonan, Dydo, Frazier, Schmiedel, Romanowski, Spencer, G. Wilson	Framework Evidence for Depth & Breadth of Student Learning
04/12/2018	Dydo, Jewell, Schmiedel, Flowers	Framework evidence for Instruction
04/13/2018	DeLoach, Dydo, Flowers, and Schmiedel	Strategies
05/11/2018	DeLoach, Flowers, Dydo, Schmiedel	Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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The leadership and collective responsibility of staff, students, parents and the community is an ongoing work in progress for DuBois Elementary driven by our mission statement: "DuBois School's mission is to partner with our students to master the Common Core State Standards, a rigorous curriculum that fully prepares them for college and career success. Our students also engage in the arts through technology, world language, visual arts, and music.

Our school's vision, "The W.E.B. DuBois Family of students, staff, and community believe that ALL students CAN and WILL achieve successfully and eagerly in a global society," continues to be a direct reflection of the dedication and unwavering commitment we aim to share for the success of our students. We share it during the State of the School address, Open House, Assemblies, and Morning announcements.

On a daily basis you can see staff, students, parents and administration modeling, teaching and holding one another accountable for attaining the N.E.S.T. (N=neighborly, E=engaged, S=scholarly, T=teamwork). This positive and proactive initiative for climate and culture building is displayed throughout the school and the community as a means of promoting our shared vision and propelling the success of our students.

Currently, our performance is rated Strong in Effective Leaders and Collaborative Teachers. By the year 2020, we would like to be rated Very Strong in both areas.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

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In addition to the vision, all stakeholders are also empowered to make and influence significant decisions in the overall success of the school. Our ILT membership includes a variety of specializations that we are learning to draw from in the building of shared leadership structures. We have realized that being able to capitalize on the leadership skills of others in the building is key in successfully navigating through the challenges associated with school improvement. As an ILT, we use data to improve instructional practices.

According to the 5 Essential survey our Effective Leaders and Collaborative Teachers score is Strong, which can be attributed to the ILT meeting on Wednesdays monthly. However, to improve our score we need to meet biweekly as opposed to monthly.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.

- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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According to the 5 Essentials survey results, our school received a rating of Strong (68) for Quality Professional Development in 2017. Professional development being more closely aligned with the school's PD plan to support the school's improvement agenda. Lead teachers in each grade level attend quarterly Summits provided by ISLs at the Network office for all core subjects. DuBois Administrators provide quality Professional Development to support the teachings of the ISLs.

Administration encourages teachers to broaden networks to bring new knowledge and resources to the learning environment, i.e. Stride Academy workshops, workshops on PARCC assessments, SEL development "Morning Circle" and "Second Step," etc. Teachers have also attended CHAMP workshops to improve classroom management. Teachers accept and provide support and collegial feedback during teacher team meetings and book talks. Teachers participate in and facilitate professional inquiry in teams to advance student learning such as assessing data and student protocols.

Teachers are encouraged to visit the Knowledge Center regularly so they are informed of the great things happening within the District. Administrators recommend that teachers view the Pre Packaged PDs that will help improve their practice in different components of Teachers Framework. After they've viewed the recommended PD, teacher and an Administrator discuss the PD and develop an action plan. Non-Reach observations provide coaching and actionable feedback to teachers to assist with professional growth. Administration and grade level leaders make sure that at ILT, grade level meetings and staff development agendas are provided to guide the meetings. Teachers practice improving on the Framework for Teaching by receiving guidance from administration and mentor teachers. On-going feedback and suggestions are a commonly known practice, such as recommendations to attend Champ workshops, SEL workshops, and Math, Literacy, Science, Social Science, and technology professional development workshops to advance professional learning.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.

- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback: surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

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DuBois is a small school that has limited resources, but available resources are used adequately and appropriately. Staffing for scheduling purposes can be a challenge. Finding additional time and individual attention is even more challenging when staff and resources are limited. However, the principal hires and retains highly qualified teachers (retention rate in 2017 was 100%). Principal allocates accordingly resources to support student learning.

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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Currently, DuBois is utilizing the Network 13 Literacy and Math Priorities scope and sequence in coordination with grade band textbooks. K-5 use Reading Street for ELA and the "My Math" series for mathematical instruction. 6-8th grades are working with Go Math for Math and Perspectives for ELA instruction. These resources are aligned with CPS Content Framework and Common Core State Standards. In addition to these resources, teachers create Literacy and Mathematics curriculum maps to provide parents and administrators an overview of skills to be taught for the year. Teachers further students curiosity and inspire them to think outside the box with plays, documentaries, author visits, writing workshops, STEM field-trips and math clubs. Students contribute high quality work through text complexity in all genres and content areas. All learners are given the opportunity to engage in content area lessons. Teachers and peers offer support in small group settings and students are challenged by peers at other neighborhood schools to do their best. We understand that no one curriculum addresses the needs of all students, therefore flexibility among instructional practices is key in providing challenging and engaging instruction. According to the 5 essentials survey, instruction averaged 86.5% during CIWP 2014-16 and 90% during CIWP 2016-2018. We provide instruction that is clear, well-structured, and encourages students to build and apply knowledge. Yet this would not be possible without clear behavioral expectations within each classroom based on the school-wide implementation of N.E.S.T. and P.U.L.S.E. These behavior monitoring systems allow for more students to be successful, because they are non-punitive systems that allow students to take authority in their learning.

Other methods used to support social emotional learning, are Morning Circle, Calming Corners, breathing exercises, music, and B.A.M. Many classes also receive separate instruction with Mrs. D. Wilson focusing on SEL with the Second Step program. Many of our students also participate in By the Hands Club and B.A.M. activities outside of the regular school day. Eighth grade students also participate in team building activities and high school and college visits.

Technology has become more available to all students with more access to Chromebooks. This allows teachers to differentiate instruction and increase technology usage with adaptive curriculum provided by Blue Streak, STRIDE, and Khan Academy.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

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The following are examples of instructional materials used at Dubois:

Varied and Flexible

- Online programs like STRIDE and ReadingA-Z that can be adjusted to students needs
- Math manipulatives
- Learning Stations and Guided Reading groups based on ability

Intentionally planned by identifying or adapting appropriate tools

- Learning Stations and Guided Reading
- Goal Setting Conferences
- Team captains that can handle materials for the entire group
- Classroom jobs

Equitably available and accessible to all teachers and students

- All materials are in English, the home language of all students
- Some classrooms get a laptop cart, and others get a select number of laptops to use with small group

Include multimedia and embedded, just-in-time supports

- Grade appropriate curriculum
- Common Core State Standards
- Online resources customized per grade level

Include tools and supports

- Teacher modeling
- Technology used to help students above or below level to help them reach potential

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

Students are expected to demonstrate their understanding of learning through assessments, i.e. questions based on novels, Reach Performance Tasks, unit tests, Mars Tasks, STRIDE assessments, Network PMAs, common core aligned quizzes and tests, exit slips, mid-module and end of module assessments, NWEA, PAARC, etc. Students use the school's vision statement as a reminder that they can and will, with perseverance, achieve successfully in a global society. Unfortunately, not all students are held accountable consistently and held to the same standards. While a teacher can have the highest expectations for their students, students will not meet these expectations if they do not take ownership of their own learning. In all academic areas, students are encouraged to think independently, discuss their thoughts in small groups, critique and debate amongst their peers and use whole group discussion to share out. Within each classroom, students requiring additional support are encouraged to ask for assistance when needed. Peer grouping and small group instruction for support is provided as well. Stride Academy provides opportunity to reinforce skills that still need to be mastered. Tasks reflect the key shifts in literacy.

Students are expected to demonstrate their understanding of text utilizing the close reading strategy and improve academic vocabulary to assist with complex text. Students are prompted to refer back to the text to support their answers and to find details to assist with comprehension. Students are provided with material that engages their thought process. They are exposed to non-fiction text to provide students with a strong foundation for reading. Learning how to use information presented in various types of nonfiction material will prepare them for a variety of texts that they will encounter on a daily basis, i.e. newspapers, magazines, instruction manual, etc. Students are asked higher order questions during whole and small groups. They are assigned tasks that are on or above grade level. Students are engaged in student-led discussions and written responses that require them to refer back to the text in order to support their findings. Furthermore, based on student responses to the 5 Essentials Survey from 2016 and 2017, students are continuing to demonstrate (99%) increased behaviors that lead to academic achievement. Students interact with course material and one another to build and apply critical reading and writing skills as evidenced by our performance on the 5 Essentials. For example, in 2014, we scored 34% in English Instruction and 99% in 2015 and 2016. Tasks also reflect the key shifts in mathematics, because the tasks are strategically aligned with the CCSS by grade levels. Required tasks continuously build upon tasks completed in prior years. Rigorous problems require multi-steps including both critiquing and reasoning about real world problems. Based on observations, about 60% of our teachers require students to explain and justify their answers. Further observations in the classrooms reflect students opportunity to create authentic work as it relates to real-world experiences. This opportunity allows them to showcase individual strategies and ideas to solve real-world problems followed by critique and revision suggestions by peers (not the teacher). Based on the 5 Essentials Survey, students have noticed a shift from 91% to 99%. In the coming school year, teachers will also incorporate DOK questioning strategies, phenomenon, three acts, and writing across the curriculum as a way to further increase student discourse.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and

- demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	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	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQRP) ✓ SlicK Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

Currently, DuBois has implemented the following to help create a pathway to college:

- Planning meetings with 8th graders for high school enrollment
- Junior Achievement Workshops
- Career Fairs for 5-8th graders
- Student Motivation and Mentoring program: "We Are Ready"
- Real Men Read
- Destination College Program
- BAM College Tours
- Teachers participate in college-related activities, such as wearing college clothing, decorating a space in each classroom with college information, decorating the classroom doors with college information, engaging in college week with the students, posting degrees outside of classrooms, using "Class of..." to address students' future graduation dates, posting earnings for different levels of education throughout the halls, and creating a college information board in the main hall that teachers take turns monthly displaying college and career choices.

In the future, DuBois needs to have the following to increase postsecondary awareness for college and career success:

- WOW for girls
- Career Cruising website
- Have students take an interest inventory at the beginning of the school year and build on it with a project throughout the school year. It could be something that is major for the first quarter of each school year. such as a college vision board.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.

- Monitor the progress of English learners after transition from services.
- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Ambition plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Ambition Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Identifying Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Over the past two years, instruction at DuBois continues to improve with at least 90% of teachers differentiating instruction. Teachers plan for student learning through analyzing and assessing data to drive instruction. Teachers guide the relevance of their objectives by applying the CPS Framework for Teaching. Teachers communicate with students by planning a wide range of pedagogical approaches, such as helping students make connections to their interests, knowledge, and experiences. This can be seen through projects, higher order thinking skills, assemblies, field trips, etc. In some classrooms students are encouraged to contribute to the lesson by having peer conversations, math talks, book reviews, and collaboration conversations. This helps students develop the concepts and explain it to their classmates. Using Academic vocabulary enable the students to build on their language development and understanding of content, teachers demonstrate student usage by assigning vocabulary notebooks and creating a word walls inside the classroom. In the classroom on a weekly basis the teachers apply CPS framework 3b: Using questioning and discussion techniques. This is demonstrated through using Depth of Knowledge questioning. Using a variety of low and high level, open-ended, and developmentally appropriate questions to challenge students cognitively and promote meta-cognition. In most classrooms students are engaged in learning by responding to peers by having authentic conversations and in engaging in text by citing textual evidence to support and develop claims.

Instructional practices vary and are subject to change based on current NWEA data and on the progress of weekly quizzes and assessments. Deficit skills are targeted and lessons are created to address the needs of the students who are struggling with difficult tasks and concepts. Small groups and activities are created based on current RIT band scores and the learning continuum. Other formal assessments used to drive instruction are PARCC, Stride Academy, Reach Performance Task, MARS Task, etc. These formal assessment tools are also considered when planning and changing instruction for students. Stride Adaptive Curriculum, Khan Academy for Math, and Blue Streak programs are utilized to insure differentiated instruction and incorporate technology. Social Emotional Learning is also a part of instruction and is taken into consideration when planning and changing instruction. Instruction is adjusted when students demonstrate a lack of understanding of concepts. Teachers ask questions and allow wait-time for students to answer. Teachers allow students to complete small tasks that are directly related to the lesson and check for accuracy. When formal assessments show that students need assistance, enrichment and reteaching activities are provided. Differentiation is another tool that meet students where they are. Instruction should include the level of complexity that is just right for the students to provide both a challenge for the students as well as a task that can be completed independently. For example, the students are not grasping a math concept on fractions. An impromptu lesson would be to hand out white paper and have students to solve fractions problems provided to them by the teacher. Allow the class to solve the problems and discuss the process to clear up any misconceptions. Progress monitoring methods still need improvement which are used to monitor the progress and effectiveness of interventions used by the teacher. Data tracking forms used to record the skill and strategies used and the students' response to intervention needs to be developed more.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

The 5Essentials Survey results reveal an improvement in reading instruction in 2015-2016 to 2016-17. In 2016, improvement was 75% and in 2017, improvement was 91%. Instruction improved thus improving learning as well. Students were engaged in clear and well-structured instructions and they were allowed to build and apply knowledge as well as use a variety of different formats for instruction. Math instruction in 2016 was at 61% but fell to 47% in 2017.

Knowledge is assessed in a multitude of different formats throughout the building. Besides the district assessments Dibels, TRC, NWEA, and PARCC, students are assessed daily, weekly or by units of study in various formative and summative formats. The various formats include exit slips, basal tests, unit tests, essays, STRIDE Academy, and teacher-created assessments that are aligned with CCSS. All diverse learners have access to the same assessments with accommodation and modifications when specified per IEP. Progress monitoring tools and RTI are used to identify gaps in learning and improvements. Assessments utilized by teachers directly reflect the shifts in literacy and math and also reflect instructional effectiveness. Assessments are analyzed for CCSS alignment and then analyzed to determine instructional needs.

Teachers have evidence of grading in Gradebook and audits are conducted to monitor input. Teacher's follow the school's grading policy. Teachers also create 5 week On/Off Track reports that are distributed with Progress Reports and Report Cards. Teachers then compile a class list of those students who are on/off track for grades in Reading and Math as well as Attendance to monitor grade distribution and grade level requirements.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.

- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

Tier 1-Universal Instruction for All Students

Universal instruction is based on "Effective High Quality Instruction" using grade level appropriate Common core State Standards. DuBois School also provides social emotional supports for all students.

Effective High Quality Instruction includes:

- Whole group instruction
- Small group instruction
- Homogeneous grouping
- Heterogeneous grouping
- Project based learning
- Field experiences related to instruction
- After School instruction

School wide Attendance Expectations:

- DuBois expectations is for each child to have an attendance rate of 96% or higher

SEL Tier One Supports

- The DeBugging System
- Each classroom has a calming corner
- SEL Competency focus for each month
- NEST Egg reward system
- Horseshoe hallway behavior system
- Model Mustangs
- Second Step
- Morning Meeting
- Community agency presentations
- Restorative practice coach

Tier 2-Strategic Intervention

Strategic Interventions are for students who require additional supports after tier 1, universal instruction, have been attempted and proven to not be beneficial to the academic and social emotional needs of a student.

Tier 2 Criteria:

K-2 Academics

- Students that are Far Below or Below Proficient
- Students who scored below the 24th percentile on Winter NWEA Assessment

3-8 Academics

- Students who have been retained in grades 3, 6, or 8
- Students who have scored within the 20th and 11th percentile on Spring NWEA Assessment
- Students who are consistently scoring below average on classroom assessments
- Students who have earned a letter grade of "D" in core subject areas
- Teacher professional judgment

Pre-K-8 Attendance

- Pre K - 8 students that have an attendance rate of 92% or less have been added to a Focus Group.

K-8 SEL

- 6 or more discipline referrals written for a student by multiple teachers within a month's time.
- 2 or more discipline referrals written for a student by one teacher in a week's time

Tier 2 Interventions/Programs with Progress Monitoring biweekly and interventions utilized 2-3 times per week

- Instruction from MTSS teacher with a smaller group of students outside of the classroom.
- Small group instruction on specific skills provided by classroom teacher
- Classroom teacher modifies instruction.
- Khan Academy
- Conference with parent to inform them of their child's struggles and the steps that the school is taking.

Pre-K-8 Attendance:

Pre K-8 students that have an attendance rate of 92% or less have been added to a Focus Group

- There is a check in with a designated staff member
- Attendance is monitored daily
- Incentives are given for an improved attendance rate
- Attendance rate improved to at least 94% or higher

Tier 2 Exit Criteria:

- Evidence of measurable progress of student's ability to meet grade level expectations
- Attendance rate improved to at least 94% or higher

K-8 ESL

- Check-in-Check out
- Behavior Contract
- Behavior chart that is affixed to the student's desk
- Classroom Management Support
- Sensory tools
- Teaching coping skills
- Teaching relationship skills
- SMART goal setting for the student and logged in the MTSS logging tool
- Measurable evidence of students reduction of disciplinary infractions based on the SMART goals that were written for the student.

Tier 3-Intensive Interventions

Intensive Interventions are for students who require additional supports after tiers I and II interventions have been attempted and proven to not be beneficial to the academic and social emotional needs of a student. Teacher's are clear that tier 3 interventions are not the step before special education evaluations, but intensive and focused supports to help students excel.

Tier 3 Criteria

K-2 Academics

3-8 Academics

- Students who have scored below the 11th percentile on Spring NWEA Assessment
- Students who are consistently earning F's on classroom assessments
- Students who have earned a letter grade of "F" in core subject areas
- Teacher professional judgment
- Students who are not making adequate timely progress with tier 2 supports

Interventions are utilized 4-5 times per week

Pre-K-8 Attendance

K-8 SEL

- 10 or more discipline referrals written for a student by multiple teachers within a month's time.
- 3 or more discipline referrals written for a student by one teacher in a week's time

Interventions are utilized 4-5 times per week:

- Individual instruction from MTSS teacher outside of the classroom on specific skills.
- Small group instruction on specific skills provided by classroom teacher
- Classroom teacher modifies instruction.
- Khan Academy
- Conference with parent to inform them of their child's struggles and the steps that the school is taking.
- Check-in-Check out
- Behavior Contract
- Behavior chart that is affixed to the student's desk
- Classroom Management Support
- Sensory tools
- Teaching coping skills
- Teaching relationship skills
- SMART goal setting for the student and logged in the MTSS logging tool
- Teacher completes "Request for Assistance"-BHT referral
- Functional Behavioral Assessment
- Behavior Intervention Plan
- Referral given to the parent for outside agencies

Tier 3 Exit Criteria

K-8 Academics

- Evidence of measurable progress of student's ability to meet grade level expectations.

K-8 SEL

Measurable evidence of students reduction of disciplinary infractions based on the SMART goals that were written for the student

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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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.

- Monthly SEL Meetings
- Horseshoes for excellent hallway behavior
- Students earn NEST eggs for raffle for being Neighborly, Eager, Scholarly, and showing Teamwork
- We have SEL competency posters displayed school wide
- There is a traveling trophy for attendance
- Teachers set goal setting conferences with students based on current functioning levels
- Each grade level selects a Model Mustang monthly that recognizes students that have made important growth academically and emotionally
- At the end of every quarter there is an awards assembly recognizing various student achievements
- BAM (Becoming a Man) Upper grade boys are counseled by male counselors on life skills
- Our SEL Teacher
- Morning Free Gym on Tuesday and Thursdays for all students
- High work boards displaying student work in the classrooms and the hallway
- Classroom jobs
- Family Events
- Life Skill Speakers for Parents
- Free Gym incentive for good behavior throughout all grades
- Classroom Incentives
- After school program for selected students who show potential but need extra help

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual**

student.

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

Evidence, Measures, and Standards

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

- Early morning free gym with peer interaction.
- Field day activities that promote positive peer interaction.
- Social Emotional Learning implementation class weekly and in class enforcement daily.
- Quarterly Awards Assemblies to showcase classroom/students' accomplishment.
- Skill building field trips.
- Mentoring groups (BAM, Pretty Brown Girls, and GEMS)
- Altgeld/ Riverside Pre-K and Kindergarten coalition that promote school and family relationships.
- Teacher events committees where teachers work together to plan school events.
- NEST (Be Neighborly, Stay Engage, Be Scholarly, Show Team Work) School wide expectations.
- Monthly parent workshops
- School Assemblies for different holidays
- School Newsletters with student and staff shout outs.
- Staff Social Committee

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse**

community.

- Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
- Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

-Our students have principal open door policy to voice opinions and issues
 -All students have access to the counselor throughout the day
 -Our students have access to after school programs to expose them to a wide range of activities when our budget permits, but the programs are not consistent throughout the school year, and is only available to certain grades. During this time our students are able to explore different interests. Some examples are Drama, Martial Arts, Arts and Crafts, and access to Stride Academy.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.

- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- **Experience a Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • 2019 Student Survey completion rate and results • Artifacts from student 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 – Supporting Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS/Standards

Safety & Order:

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

Score

1 2 3 4

- All entrances are locked at all times. Main and West entrances are monitored by video and audio cameras.
- All students and staff must enter through metal detectors prior to entering school building.
- Visitors must sign-in prior to entering school past metal the metal detector checkpoint and must sign-out before leaving school building.
- Staff Security Officer
- Student Code of Conduct Handbook
- Safety Crossing Guards monitor and escort students during arrival and after school dismissal.
- Administration and Support Staff escort students out of building during school dismissal and monitor school premises until all students have exited school grounds.
- Classroom Procedure Anchor Charts
- Classroom Expectation Anchor Charts
- Students are expected to be in 2.1.0. at all times in the hall. (2 feet in 1 black square and voices are on level 0)
- No student is left unattended in the school-building. (ie: restrooms, special areas, lunch room, and classrooms)
- N.E.S.T. (Neighborly. Engaged. Scholarly. Teamwork) Eggs: Students are rewarded when showing NEST behavior with NEST Eggs by administrators, faculty, and staff.
- Model Mustang: Each grade level selects a Model Mustang monthly that recognizes students that have made important growth academically and emotionally.
- Mustang Horseshoe Reward: Horseshoes are rewarded based per classroom for hallway behavior, attendance, and compliance of uniforms and rules.
- S.E.L (Social and Emotional Learning) Program: Restorative Practices Coach engages with faculty, staff, and students to promote healthy relationships with self, students, and staff)
- Debugging System is practiced and displayed in each classroom as a way to teach students important steps to de-escalate a conflict (ignore, move away, tell nicely to stop, tell firmly to stop, tell the teacher)
- Strike System: Students will receive strikes as disciplinary actions for a number of infractions (ie: 3rd Strike=no out of uniform pass; 4th=Friday detention; 5th=Friday and Saturday detention)
- B.A.M (Becoming A Man) and Youth Guidance Program: Anti-bullying and Guidance programs for 6-8th grade boys
- The Attendance Traveling Trophy: Based on the attendance expectation and goals that have been set by administration, classrooms that have met the 100% attendance expectations will receive the traveling trophy in their classroom for an hour the following day)

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

- Debugging System that teaches students how to work with each other and how to deal with each if someone is bothering them.
- Teachers teach students the 5 SEL competencies monthly. Competencies are taught through the use of instructional lessons, modeling, and in SEL instruction that takes place 60 minutes a week outside of the classroom.
- Our disciplinarian addresses issues using restorative practice strategies such as team building, peace circles, and behavior contracts.
- Restorative practices are used to prevent conflict, build relationships and repair harm by enabling our students to communicate effectively and positively.
- Model Mustangs that recognizes students on a monthly bases for most improved behavior and academics.
- DuBois worked with a restorative practices coach for staff and students that taught relationship skills between staff/student, student/student, and staff/staff.
- NEST System for encouraging behaviors that are N=neighborly, E=Engaged, S=scholarly, and T=teamwork.
- Each classroom has a calming corner that students can go into if they are feeling like they need to calm themselves to avoid a conflict.

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

Parent and Family Partnership:

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

Score

1 2 **3** 4

- Parent-Teacher Conferences (1st and 3rd quarter)
- Classroom newsletters
- School calendar/monthly newsletter
- W.E.B. Du Bois website
- 5essential parent survey
- Parent Advisory Committee (PAC)
- Local School Counsel (LSC)
- Field trip chaperones
- School Assemblies
- Father-Daughter Dance
- Parent Workshops
- Teachers make personal contacts with families through e-mail, phone calls or home visits.
- Hold an open house, at which families can meet their children's teachers, tour the school building and meet other parents.
- Provide transportation to enable students receive physicals, eye glasses, and immunizations.
- Offer deaf and hard of hearing translators to assist families during school activities
- Provide Student handbook at beginning of year
- Provide workshops and materials for parents on typical development and appropriate parent and school expectations for various age groups.
- Print suggestions for parents on home conditions that support learning at each grade level.
- Partner with local agencies to provide regular parenting workshops on nutrition, family recreation or communication.
- Have school personnel make home visits at transition points such as preschool
- Volunteer recognition activities such as events, certificates and thank-you cards.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

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

We're focusing on meeting each student where they are by differentiating instruction. We're adopt, dig deep, and infuse Agency, Authority, Identity, Cognitive Demand, Equitable Access to Content and monitor with fidelity the uses of Assessments in Instruction. Therefore, we anticipate that at least 95% of our students should reach their growth target.

75.00	91.00	61.00	55.00	95.00
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National School Growth Percentile - Math

Differentiating Math Instruction will continue to be a focus at DuBois. We are confident that we will see significant growth in 2018 and beyond.

61.00	47.00	50.70	50.00	60.00
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% of Students Meeting/Exceeding National Ave Growth Norms

Teachers differentiating instruction with fidelity will help our students to reach their growth targets.

55.70	57.30	60.00	65.00	75.00
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African-American Growth Percentile - Reading

Teachers differentiating instruction with fidelity is the key to our students reaching their growth targets.

71.00	90.00	90.00	55.00	95.00
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Hispanic Growth Percentile - Reading

N/A

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

N/A

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

N/A

(Blank)	(Blank)	0.00	0.00	0.00
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African-American Growth Percentile - Math

Teachers differentiating instruction with fidelity is the key to our students reaching their growth targets.

61.00	48.00	70.00	60.00	80.00
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Hispanic Growth Percentile - Math

N/A

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

N/A

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

N/A

(Blank)	(Blank)	0.00	0.00	0.00
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National School Attainment Percentile - Reading (Grades 3-8)

DuBois is committed to providing rigorous Tier 1 Instruction to all students. Teachers will also provide differentiated instruction to all students to ensure that our attainment percentile increases.

19.00	34.00	25.00	55.00	60.00
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National School Attainment Percentile - Math (Grades 3-8)

DuBois is committed to providing rigorous Tier 1 Instruction to all students. Teachers will also provide differentiated instruction to all students to ensure that our attainment percentile increases.

15.00	13.00	12.00	40.00	50.00
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National School Attainment Percentile - Reading (Grade 2)

DuBois allocated money in the budget to hire a 2nd grade teacher and eliminate splits in the primary grades. We are confident that this decision will call our attainment percentile to increase significantly.	11.00	5.00	40.00	30.00	60.00
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National School Attainment Percentile - Math (Grade 2)

DuBois allocated money in the budget to hire a 2nd grade teacher and eliminate splits in the primary grades. We are confident that this decision will call our attainment percentile in Math to increase significantly.	4.00	2.00	30.00	20.00	40.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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Average Daily Attendance Rate

At DuBois attendance is monitored daily. We celebrate the classrooms that have an attendance rate of 96% daily with the traveling trophy and intercom acknowledgements. Students with perfect attendance receive incentives quarterly. At the end of the school year, students with an attendance rate of 96% or higher receive a trophy.	95.10	94.50	95.00	96.00	97.00
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My Voice, My School 5 Essentials Survey

Areas of focus for improvement are School Commitment (55-Neutral), Teacher - Teacher Trust (46-Neutral), Teacher-Parent Trust (50-Neutral), Parent Involvement in the School (33-Weak)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If we provide teacher professional development that equips the teacher with tools and strategies to use questioning and discussion as techniques to deepen student understanding and challenge...

- Promote opportunities for students to see themselves and each other as powerful thinkers and learners through Agency, Authority and Identity
- Deliver instructional best practices where students engage in cognitive demand and are exposed to equitable access of content
- Monitor the effect of teaching on student learning and integrate formative assessment into instruction through purposeful design
- Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught as well as anticipating student misconception
- Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

Then we will see teachers who consistently:

- Convey the value of learning, belief in students' abilities, and high expectations for levels of student achievement
- Use multiple strategies to encourage student participation and develop structures that enable practice and perseverance for each individual student
- Use discussion techniques that enable students to engage each other in authentic discussions about content
- Demonstrate knowledge of students through their intentional design of coherent instruction and appropriate student assessment and grading
- Use questioning techniques that 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 discourse and that all students are listening and responding to teachers and peers

Which leads to students that can:

- Initiate, lead, and contribute to conversations about disciplinary ideas 75% of the time
- Build on others' ideas and have others build on theirs as a means of engagement 75% of the time
- Take authority over content and the development of positive identities as thinkers and learners by increasing our Ambitious Instruction score on the FIVE ESSENTIALS survey by 10%.
- AT LEAST 50% of our students reaching attainment in Literacy and Math.

7. Monitor progress and check for understanding for individual students

Tags:
Professional development

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
2017-2018 Teacher teams will review Summit Workshops taken so far and help develop a review of concepts to present to the staff before the end of the year.	Teacher Leaders will be responsible for the staff review.	May 7, 2018 to Aug 24, 2018	Completed

Summit review

<p>Teacher Leaders will</p> <ul style="list-style-type: none"> * Attend all District/Network Summits for the 2018-2019, 2019-2020 school years * Prepare school based PD's in Power Point for easy access * Create a digital binder of resources for each grade level and/or subject area * Teacher Leaders that attend Summit PDs will convey information to the rest of the staff during weekly grade level meetings. 	Admin will be responsible for choosing Summit teacher leaders each quarter. Teacher Leaders that attend Summit PDs will convey information to the rest of the staff during weekly grade level meetings.	Sep 4, 2018 to Jun 19, 2020	On-Track
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Teacher leader summits, Summit expectations

Teachers will be expected to display student artifacts monthly as well as bring artifacts to ALL team meetings as a way of showing student growth with AAI.	Teachers will be responsible for displaying and bringing student artifacts.	Sep 4, 2018 to Jun 19, 2020	On-Track
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Teacher collaboration and student artifacts

The ILT team will develop a pretest for the "Quarterly Powerful Practice", a time frame for safe practice, a checklist for teacher team observations of that focus, and a post test.	ILT Team	Sep 25, 2018 to Jun 11, 2019	Not started
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Powerful practice planning

Each quarter will highlight a new powerful practice in addition to previous practices.	ALL Instructional staff	Sep 17, 2018 to Apr 23, 2019	Not started
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Quarterly powerful practice

Following each quarter, Admin, ILT members, and Teacher Team observers will use the Mustang Checklist along with the Summit Look-For document and the Classroom Feedback Protocol to gauge discussion about what was evident, non-evident or approaching with the powerful practice.	Admin, ILT Members, Teacher Teams	Sep 4, 2018 to Jun 19, 2020	Not started
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Strategy 2

If we do...	...then we see...	...which leads to...
Provide professional development training for all staff that clearly defines and states in writing the tiering criteria for identifying students who qualify for MTSS, provide ongoing training for	Teachers appropriately identifying students that need academic and/or behavioral support. Teachers using MTSS will appropriately differentiate instruction with fidelity and	students receiving monitored, differentiated instruction and/or behavioral supports. 75% percent of students will be on track academically and less than 10% of our

monitoring those students who have been identified, utilize the Problem Solving Process to plan Tier 2 and 3 instruction/interventions, utilize the ILT, SBPS, and BHT to assist in monitoring students in need of academic and/or behavioral support for MTSS, implement PLP goals and intervention strategies, and incorporate all possible stakeholders in our students' lives and futures.

integrate a data system that informs instructional choices and creates flexible learning environments based on individual and/or small group learning plans. Teachers track and monitor academic progress and behavior interventions, which leads to an overall improvement of our students' academics and behavioral health.

students will receive detentions and/or mandatory parent/teacher conferences. This improves the overall climate within the building as well as the surrounding community by increasing teacher and student accountability.

Tags:
Professional development, Mtss handbook

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Provide training and instruction for staff to identify and progress monitor MTSS students	ILT and BHT	Aug 27, 2018 to Feb 1, 2019	On-Track

Professional development

Provide ongoing professional development in differentiation practices	Administration	Aug 27, 2018 to Jun 19, 2020	On-Track
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Professional development

Progress monitor MTSS usage and implementation of plans (student data, entering data, MTSS login, evidence of differentiation such as lesson plans and observation notes, review 5 week data, determine effectiveness of strategies, and adjust plans as needed, etc.)	MTSS lead and teachers	Aug 27, 2018 to Jun 19, 2020	On-Track
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Progress monitoring

Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions	Teachers	Aug 27, 2018 to Jun 19, 2020	On-Track
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Problem solving process

Strategy 3

If we do...

...then we see...

...which leads to...

<p>If we implement, evaluate the quality, and monitor the implementation of...</p> <ol style="list-style-type: none"> Daily formative assessments (CFUs) that address student next steps around cognitive demand with adjustments for equitable access. ILT's monthly analysis of student work and assessments that reflect key shifts in literacy and math where students have opportunities to demonstrate mastery of standards through critical thinking, productive struggle, and authentic intellectual challenges. Timely and relevant progress monitoring with fidelity. Improve and promote assessment literacy. 	<p>Then we will see staff able to engage in...</p> <ol style="list-style-type: none"> Quick identification of gaps in instruction and more purposeful instruction (identify target students, differentiated lessons, progress monitoring) to close achievement gaps. 	<ol style="list-style-type: none"> ON Track rates increased to 75% across grade levels Students engaging in higher order thinking which will lead to at least 50% of our students reaching attainment in Literacy and Math.
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Tags:
Progress monitoring, Formative assessment, Student achievement

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
The ILT will introduce CFU Assessment protocol to grade level teams	ILT	Sep 18, 2018 to Sep 25, 2018	Not started

Formative assessment

Bi-Weekly analysis of grade level team's fidelity of purposeful design and use of assessment in their instruction and with grading	Administration	Sep 4, 2018 to Jun 19, 2020	On-Track
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Analysis of data, progress monitoring, rit instruction, small group instruction

Conduct EOY survey to gather formal feedback on CFU Bi-Weekly Assessment protocol from all teachers	ILT	Jun 21, 2019 to Jun 19, 2020	Not started
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Feedback, Formative assessment

During ILT meetings time will be devoted for school-wide student work reflection	ILT	Oct 23, 2018 to Jun 12, 2020	Not started
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ILT, Reflection, Student work

Action Plan

Strategy 1

COMPLETED

2017-2018 Teacher teams will review Summit Workshops taken so far and help develop a review of concepts to present to the staff before the end of the year."

May 07, 2018 to Aug 24, 2018 - Teacher Leaders will be responsible for the staff review.

Status history



COMPLETED

May 21, 2018
Evidence
Upcoming.

ON-TRACK

Teacher Leaders will * Attend all District/Network Summits for the 2018- 2019, 2019-2020 school years * Prepare school based PD's in Power Point for easy access * Create a digital binder of resources for each grade level and/or subject area * Teacher Leaders that attend Summit PDs will convey information to the rest of the staff during weekly grade level meetings."

Sep 04, 2018 to Jun 19, 2020 - Admin will be responsible for choosing Summit teacher leaders each quarter. Teacher Leaders that attend Summit PDs will convey information to the rest of the staff during weekly grade level meetings.

Status history



ON-TRACK

May 21, 2018
Evidence
Upcoming

ON-TRACK

Teachers will be expected to display student artifacts monthly as well as bring artifacts to ALL team meetings as a way of showing student growth with AAI."

Sep 04, 2018 to Jun 19, 2020 - Teachers will be responsible for displaying and bringing student artifacts.

Status history



ON-TRACK May 21, 2018
Evidence
Upcoming

NOT STARTED

The ILT team will develop a pretest for the "Quarterly Powerful Practice", a time frame for safe practice, a checklist for teacher team observations of that focus, and a post test."

Sep 25, 2018 to Jun 11, 2019 - ILT Team

Status history



NOT STARTED May 21, 2018
Evidence
Upcoming

NOT STARTED

Each quarter will highlight a new powerful practice in addition to previous practices."

Sep 17, 2018 to Apr 23, 2019 - ALL Instructional staff

Status history



NOT STARTED May 21, 2018
Evidence
Upcoming

NOT STARTED

Following each quarter, Admin, ILT members, and Teacher Team observers will use the Mustang Checklist along with the Summit Look-For document and the Classroom Feedback Protocol to gauge discussion about what is evident, non-evident or approaching with the powerful practice."

Sep 04, 2018 to Jun 19, 2020 - Admin, ILT Members, Teacher Teams

Status history

Strategy 2

ON-TRACK Provide training and instruction for staff to identify and progress monitor MTSS students"
Aug 27, 2018 to Feb 01, 2019 - ILT and BHT

Status history



ON-TRACK May 21, 2018
Evidence
Upcoming

ON-TRACK Provide ongoing professional development in differentiation practices"
Aug 27, 2018 to Jun 19, 2020 - Administration

Status history



ON-TRACK May 21, 2018
Evidence
Upcoming

ON-TRACK

Progress monitor MTSS usage and implementation of plans (student data, entering data, MTSS login, evidence of differentiation such as lesson plans and observation notes, review 5 week data, determine effectiveness of strategies, and adjust plans as needed, etc.)"

Aug 27, 2018 to Jun 19, 2020 - MTSS lead and teachers

Status history



ON-TRACK May 21, 2018
Evidence
Upcoming

ON-TRACK Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions"

Aug 27, 2018 to Jun 19, 2020 - Teachers

Status history



ON-TRACK May 21, 2018
Evidence
Ongoing

Strategy 3

ON-TRACK Bi-Weekly analysis of grade level team's fidelity of purposeful design and use of assessment in their instruction and with grading"

Sep 04, 2018 to Jun 19, 2020 - Administration

Status history



ON-TRACK May 21, 2018
Evidence
Upcoming

NOT STARTED The ILT will introduce CFU Assessment protocol to grade level teams"

Sep 18, 2018 to Sep 25, 2018 - ILT

Status history



NOT STARTED May 21, 2018
Evidence
Upcoming

NOT STARTED Conduct EOY survey to gather formal feedback on CFU Bi-Weekly Assessment protocol from all teachers"

Jun 21, 2019 to Jun 19, 2020 - ILT

Status history



NOT STARTED

May 21, 2018
Evidence
Upcoming

NOT STARTED

During ILT meetings time will be devoted for school-wide student work reflection"

Oct 23, 2018 to Jun 12, 2020 - ILT

Status history

May 21

NOT STARTED

May 21, 2018
Evidence
Upcoming

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

During monthly PAC meetings the PAC members, school leadership, and attending parents will review NCLB, Title I school parental involvement plan and policy while determining if any revisions are needed along with 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

Parents will be provided information about Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet during Open house that is held in September of each school year, during each parent teacher conference that is held November and April of each school year.

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.

As suggestions from parents arise they will be addressed within a reasonable time frame (one day-one week) depending on the 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.

Once the school has received district clearance to distribute state assessment results parents will receive this information during the November parent teacher conference. For the parents who do not show up for the November conference, parents will be contacted and asked to meet with school personnel (teacher, counselor, or administration) to review their child's results. The last resort will be for assessment results will be mailed to the home with a letter explaining the results.

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.

Parents will receive the state issued notice to parents that informs them that their child's teacher is not "highly qualified".

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

Parents will be provided with information during Open house that is held in September of each school year, during the each parent teacher conference that is held November and April of each school year, as well as upon request.

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.

DuBois will offer literacy and math nights twice per school year. Parents are welcome to technology training during parent teacher conferences as well as upon request for training.

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.

DuBois will seek assistance from the "FACE2" network support personnel for assistance in achieving this goal.

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.

Correspondence will be mailed home, information on the school's website and marquee will be posted, DuBois will also host a back to school night to encourage early learning. DuBois has established a relationship with the neighboring apartment complexes to encourage back to school and early enrollment.

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.

Correspondence will be communicated in the language spoken by the parents of the students who attend our school, English and Spanish.

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.)

DuBois School's mission is to partner with our students to master the Common Core State Standards, a rigorous curriculum that fully prepares them for college and career success. Our students also engage in the arts through technology, world language, dance, theater, visual arts and music.

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.

There will be:
• 2 Goal Setting Parent/Teacher Conferences (September and February)
• Parent/Teacher Conferences during the 5th, 15th, 20th, and 25th Weeks
• Parent/Teacher Conference during Report Card Pick Up (10th and 30th Weeks)

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

Parents will receive On Track notices during the 5th, 10th, 15th, 20th, 25th, 30th, and 35th weeks of school. If a child is OFF track, teachers will request a parent/teacher conference to discuss the student's progress.

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

DuBois' teachers are available to meet parents by appointment before school, during their lunch and/or prep, and after school.

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.

During registration and Open House, parents will be offered a volunteer packet. They will be invited to volunteer for field trips, lunch/recess, and school activities. Beginning the 2018-2019 school year, teachers will invite parents to participate and observe classroom activities at least 4 times a year. If parents accept the invitation, their child will receive up to 100 extra credit points per quarter.

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

Parents can assist learning by ensuring their child attend schools everyday by 7:55am, monitor homework completion and help if needed, check parent portal at least once a week, form a positive rapport with teachers, and make sure their child gets adequate rest.

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

Parents can call, email teachers/administrators, or visit the school.

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 can assure academic achievement by having excellent attendance, being prepared for class (completing assignments, projects, and homework), positive attitude, willingness to learn, setting goals and working hard to achieve the goals,

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.

During Parent/Teacher Conference in April 2018, we conducted a survey to ascertain Parents needs. After analyzing the results, it was determined the two greatest needs are becoming computer and standardized assessment literate. We will send a sign up sheet in September of 2018. Our goals is have at least 25 parents to sign up for technology training and 50 to sign up for Analyzing Assessment Data.

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.	\$ 0	.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.	\$ 842	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 150	.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)	\$ 0	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 500	.00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount	.00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount	.00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ Amount	.00
53306	Software Must be educational and for parent use only.	\$ Amount	.00

55005

Furniture and Equipment

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

\$	Amount	.00
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