



William B Ogden Elementary and High School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Michael Beyer	Principal	msbeyer@cps.edu	Has access
Cara Kranz	Assistant Principal	ckranz@cps.edu	Has access
Matthew Baker	Assistant Principal	mebaker2@cps.edu	Has access
Alfredo Lopez	West Campus Attendance and FOT Coordinator	aalopez1@cps.edu	Has access
Maria Esparza	Teacher / ESL Lead	mcesparza@cps.edu	Has access
Jezail Jackson	Primary teacher	jjackson320@cps.edu	No Access
Sara Ivory	PYP IB Coordinator	sfivory@cps.edu	Has access
Amy Hiller	K-4 Case Manager / DL Teacher	ashiller@cps.edu	Has access
William Campillo	MYP IB Coordinator	wmcampillo@cps.edu	Has access
John McGinnis	DP IB Coordinator	jtmcginnis@cps.edu	Has access
David Castro	Director of Community Engagement and Culture	dacastro7@cps.edu	Has access
Thea Kachoris-Flores	Parent, LSC member	kachthea@aol.com	Has access

Rebecca Wells	Parent	rwells7373@gmail.com	No Access
Lloyd Hervey	Parent, Diversity Committee Chair	lloyd.e.hervey.ii@gmail.com	No Access
Dinna Trovero	Parent, PTO Chair	dtrovero@yahoo.com	No Access
Howard Speizer	Parent, LSC Chair	hspeizer@rti.org	No Access
Robin Moore	Community Member, LSC member	Robinumbria@yahoo.com	No Access
Paula Frits	Community Member, LSC member	pfrompb2003@yahoo.com	No Access
Kizzy Young	Jenner parent, LSC-elect member	kizzyyoung2011@hotmail.com	No Access
Debbie Sherriff	Jenner teacher	dfsherriff@cps.edu	No Access
Allison Potter	Counselor	apotter1@cps.edu	Has access
Kishasha Williams-Ford	Head of Jenner Campus	kwilliams-ford@cps.edu	Has access
Holly Caldwell	Case Manager	hlwilson@cps.edu	Has access
John Paul Arellano	Director of Community Engagement and Culture	JArellano33@cps.edu	Has access
Steve Noel	Teacher	sjnoel@cps.edu	Has access
Dara Davis	Clerk	didavis8@cps.edu	Has access
Alejandro Padilla	Counselor	apadilla1@cps.edu	Has access
Sara Levinstein	Teacher	slevinstein@cps.edu	Has access
Earl Johnson	Teacher	ejohnson7@cps.edu	Has access

Oz Torres	Teacher	otorres1@cps.edu	Has access
Kelsey Strait	Teacher	kmstrait@cps.edu	Has access
Nicholas Ribauda	Counselor	ndribaudo@cps.edu	Has access
Debora Land	Parent and LSC member	deboradavis@comcast.net	Has access
Laquita Lane	DCEC	lllane@cps.edu	Has access
Brendan Vaughan	Teacher	btvaughan@cps.edu	Has access

Team meetings

Date	Participants	Topic
02/15/2018	Teachers, parents, community, admin	Initial planning for CIWP and revision of CIWP strategies
02/21/2018	Whole school: teachers, parents, community, admin	SEF ratings and CIWP strategies
03/08/2018	Teachers, admin	Discuss new CIWP tool
03/12/2018	Teachers, parents, community, admin	Review, revise and assign CIWP Action Items
03/14/2018	Ogden and Jenner teachers, parents, community, and admin	Discuss CIWP
03/15/2018	Teachers, admin, consultants	Transferring CIWP to R.O.E. suite
04/16/2018	Teachers and admin	Discuss and revise action items
04/05/2018	Teachers and admin	Discuss and revise action items for MYP and DP
04/06/2018	Teachers and admin	Discuss and revise action items for PYP
04/10/2018	Teachers, admin, consultants	PD on action items revisions

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

Ogden International School of Chicago has a clear vision and mission: An Ogden International School education engages a K-12 diverse student body with inquiry-based learning experiences fostering empathy, critical thinking and global mindedness for the world of tomorrow. Ogden International's globally-recognized IB programmes provide concept-based, academic frameworks, and student centered learning by inquiry, grounded in global context and real life situations.

There is significant evidence of delegated leadership to teacher leaders, who lead the PPLC (ILT), BHT, Grade Level meetings, Department Chairs, Course Teams. The new CIWP tool that we invested in will help drive collective responsibility: <https://sites.google.com/innovaresip.com/pid100097/playbook/plan-do-study-act?authuser=0>

The leadership team (all teachers, staff and leaders who own action items on the CIWP) met monthly to ensure we are focused on high expectations for staff and students and use the dashboard on the CIWP tool to track progress; the goal was to inspire a culture of collective responsibility for the success of ALL students in the whole school.

The school's vision and initiatives are highlighted in the weekly communication from leadership to both parents, teachers and staff.

Priorities are focused on in all meetings structures to ensure a collective focus. In addition, the school continues to report to stakeholders both formally and informally, through coffee chats with administration, staff meetings, curriculum night, state of the school addresses, school speaker series events, and other opportunities to engage.

MTSS is the framework by which teachers support students through strong tier 1 practices, as well as established process and procedures to additionally support tier 2 and 3 academic and social-emotional needs of students, where teachers are supported and empowered to make decisions in the best interest of their students.

The organization of the campuses are shared so that teachers and staff have an organized and clear pathway of succession and/or opportunity for involvement and leadership training and development.

Given the fact that Ogden merged with Jenner, support and skill development is necessary to effectively manage the change; therefore, the large-scale strategic planning processes and implementation of such plans was key in this endeavor. Strategic hiring and financial support of necessary positions was prioritized. The goal continues to be to navigate challenges in real-time so that there is continuous improvements improvements in all strategic areas, both large and small.

The leadership has invested in a REACH evaluation position that will continue to help the organization use the CPS Framework for Teaching to ground instructional guidance and coaching. Key teacher leaders have been trained in coaching skills.

The Owl's Nest Labs at both East and Jenner campuses are to provide a personalized learning environment for students who require additional support for success. The teaching and learning goals are SMART goals within the CIWP for all students, including priority groups. Jenner's N.E.S.T: Be Neighborly. Stay Engaged. Be Scholarly. Use Teamwork. will continue to flourish at Ogden. Students have a space where they can temporarily relocate if they have challenges learning in the classroom, and learn at a personalized pace while learning replacement behaviors. Zones of regulation and emotional coping curriculum are taught at East Campus as an intervention so that students are supporting through social and emotional challenges at home or school.

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

1 2 3 4

Ogden's organization has been structured around the International Baccalaureate Programmes, that run continuously from K-12th grade. Our teachers are leaders that focus on creating inquiry based learning opportunities for students and implementing the various programmes with strong fidelity. Our various team meetings (ILT meetings) are structures by which our teachers receive support in identifying challenges, collecting and reviewing data and evidence, exchanging ideas, and proposing and implementing solutions to challenges.

East Campus PPLC (ILT) has focused on implementing Reading and Writing Workshop across all classrooms. West Campus PPLC designed and led Department meetings to prepare Course teams to create detailed scope and sequences for the K-12th grade curriculum. Teachers focused on clearly representing how the the CCSS/NGSS, SAT objectives, were met within the IB Frameworks using our Curricular alignment tools. The shifts were integrated based on department. The Math department meetings focused on incorporating concept-based instruction and performance assessment from real-world situations. The ELA, Science, and the Individuals and Societies (Social Science) department team meetings focused on skill analysis and synthesis of primary source documents data in different forms from complex texts. K-5 ELA focused on implementing Reading and Writing Workshop. The other teams (such as SELf and ESL) focused efforts through on-going inquiry through cycles as a framework for improvement, and adjusted strategy that addressed root causes.

There is a protocol for teams to ask, "Is it working?"

https://docs.google.com/document/d/19HtiDUXWJkp9ShGFI5NLueXDT15qeVNHUM5Wp_V-mLM/edit

All evidence of meeting structures and ongoing improvement efforts can be found:

West Campus: <https://classroom.google.com/u/0/c/Njk1OTg5ODU3Mlpa>

East Campus: <https://classroom.google.com/u/0/c/Njk1NzA0NTEzNlpa>

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.

- Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
- Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

Ogden International PD has been developed with initiatives and teacher/students needs in mind. The curriculum coordinators of each IB programme are integral in the planning and implementation of the PD. East Campus PD has focused on Reading and Writing Workshop, teaching math through constructivist approaches, and SEL implementation. At West Campus, during the summer the PPLC met to design a year-long PD cycle. Department meetings focused on Approaches to Learning and the vertical alignment draft, and received PD from IB coordinators. In course team meetings, teachers received PD on aligning SAT domains to unit planners based upon the student data from interim assessments. In Flex PD teachers received PD in MTSS and differentiation strategies. Culture and Climate PD offered additional optional PD on restorative practices and implementing SEL standards and practices. The Criterion-based grading team developed PD opportunities for teachers to implement best practices.

All of Ogden's curriculum is housed on Managebac, a program sponsored by IBO.
<https://ogdenchicago.managebac.com/dashboard/wsc/pyp>

Learning Walks were designed to build a collaborative relationship between teachers and are a successful, safe practice where teachers learn from one another.

All evidence of curriculum and PD supports can be found:

West Campus: <https://classroom.google.com/u/0/c/Njk1OTg5ODU3Mlpa>
 East Campus: <https://classroom.google.com/u/0/c/Njk1NzA0NTEzNlpa>

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

1 2 **3** 4

Resources are aligned to Ogden's priorities.

After position costs, the budget has \$475,325.75 in 124 and internal accounts. The remaining 124 funds have been budgeted, as follows, highlighting initiatives:

\$40,000 Diversity consultant
 \$40,000 leadership consultant
 \$10,000 attendance incentives
 \$50,000 sports
 \$30,000 summer programming
 \$10,000 PSAT and SAT test prep
 \$20,000 furniture
 \$25,000 technology
 \$50,000 extended day bucket for teachers
 \$25,000 extended day bucket for staff
 TOTAL \$300,000

Hiring at both campuses always includes teachers and staff in the process. The Diversity Advocacy Team is involved in the hiring process. Ogden consistently has a pool of teacher candidates, both from student teachers and outside referrals. Strategically assigned teachers to match skills to student needs.

Schedules can be found:

West Campus: <https://classroom.google.com/u/0/c/Njk1OTg5ODU3Mlpa>

East Campus: <https://classroom.google.com/u/0/c/Njk1NzA0NTEzNlpa>

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

PYP Curriculum is teacher-created and constantly revised through reflective process in grade level meetings. Our MYP IB Coordinator met with course teams and individual teachers and, using the MYP Unit Planner Rubric, analyzed, assessed, reflected, and adjusted unit plans to ensure alignment of statement of inquiry, concepts, objectives, with summative assessment. All teachers received feedback on multiple unit planners. During course team meetings teachers identified CCSS/NGSS, auxiliary standards, and SAT Domains, Approaches to Teaching and Learning. We had a year-long plan to complete this process, but the deadline was adjusted by the Network to be completed by December, so we are currently backtracking to ensure fidelity of vertical alignment of skills. Year two will focus on horizontal / inter-disciplinary alignment of skills and standards.

The IB's programmes are different from other curricula because they:

- encourage students of all ages to think critically and challenge assumptions
- develop independently of national systems, incorporating quality practice from research and our global community of schools
- encourage students of all ages to consider both local and global contexts
- develop multilingual students

When students are given a unique education, they will:

- be encouraged to think independently and drive their own learning
- take part in programmes of education that can lead them to some of the highest ranking universities around the world
- become more culturally aware, through the development of a second language
- be able to engage with people in an increasingly globalized, rapidly changing world

Research shows that students in the IB Primary Years Programme (PYP) and Middle Years Programme (MYP) performed better than non-IB students in a global International Schools' Assessment study that ran from 2009-2011: IB students outperformed their non-IB peers in mathematics, reading, narrative writing and expository writing. Further research indicates that Diploma Programme (DP) graduates complete college faster than their peers, feel more prepared for college-level coursework involving research, and are better able to cope with demanding workloads and time-management challenges.

Overall, IB students:

- often perform better
- develop strong academic, social and emotional characteristics
- are likely to enroll at top universities

Example of an IB Project

The teacher creates a central idea from one of the 6 transdisciplinary themes and weaves the concept throughout all of the "subjects." Let's take a look at a unit on advertising, for example.

Here is a simple breakdown of how the concept of advertising can be woven into everything:

Math: Data (looking at various charts and graphs to sell a product)

Writing: Persuasive writing

Reading: Anything really, but depending on the grade, comparing and contrasting different advertisements

Music: Creating a jingle for their own advertisement

Foreign Language: Looking at advertisements in Spanish (French, Italian, etc) and creating a commercial in that language

Science: Analyzing nutritional facts

Transdisciplinary learning is brain friendly and helps the brain make connections. Instead of going subject to subject, where the brain has to "switch gears," trans learning is natural for the brain, helping students retain and learn more effectively.

All of Ogden's curriculum is housed on Managebac, a program sponsored by IBO.

<https://ogdenchicago.managebac.com/dashboard/wsc/pyp>

The data we used to determine this was a top priority is from our Curriculum Alignment Tool, when analyzing Unit Planners from each campus.

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

Instructional Materials:

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

Score

1 2 **3** 4

PYP uses a wide variety of instructional materials, aligned within a grade level, based on student need. MYP Coordinator met with teachers from all departments and mapped standards and tasks to MYP objectives and Blooms Taxonomy. Teachers received PD to enable analysis of the cognitive processes involved in the standards they are teaching so they are able to match them to appropriate tasks and level of rigor to ensure they are selecting appropriate objectives and criteria to assess student learning. The Math Department aligned DOK, AAI, and CCSS Speaking and Listening skills, and on a minimum at least once per week students use the rubric/tool to ensure they are responding to tasks in a complex and rigorous manner.

The purchase of instructional materials are aligned and supported by the annual budget process.

The Primary Years Programme (PYP) presents schools with a comprehensive plan for high quality, international education and provides schools with a curriculum framework of essential elements — the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future.

Schools work with the five elements to construct a rigorous and challenging primary curriculum for international education.

The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.

The PYP is organized according to:

The written curriculum, which explains what PYP students will learn

The taught curriculum, which sets out how educators teach the PYP

The assessed curriculum, which details the principles and practice of effective assessment in the PYP

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

The curriculum is made up of the DP core and six subject groups.

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts.

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

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 ✓ UDI 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

PYP IB Coordinator aligns rigor of tasks during grade level meetings. MYP and DP IB Coordinators and teacher leaders, via the PPLC, had a year-long plan to focus on the IB Approaches to Learning (ATLs: self-management, communication, social skills, thinking, and research). Teachers received professional development multiple times during the school year on the ATLs, and developed rubrics on how to gauge the effectiveness of ATLs in classrooms. In October the Network required a TIA, so we focused on AAI, since it aligned closely to the ATLs. Teachers received PD in the MOY on AAI, and helped develop the rubric/checklist data collection tool for the AAI walk throughs. Coordinators, admin, and teachers participated in learning walks using the data collection tool and gave feedback to teachers on implementation of AAI. The Math department integrated DOK, AAI, and CCSS speaking and listening standards and require students to self and peer assess on expectations. Ogden and Jenner MYP teachers received PD from teacher leaders on student discourse. Teachers received PD on Restorative Practices, Safe Spaces, race and equity, to ensure teachers are reflective on their practices and students are supported. Flex time PD was focused on MTSS and teachers met as grade levels to discuss and examine differentiation strategies to support specific student learning goals.

Learning Walk protocol was developed because staff sought to affirm current teaching practices and to improve student learning outcomes by engaging in reflective practice analysis conversations which involve both teachers and administrators.

Teachers identified the focus or guiding question of the walkthrough. Which aspect of teaching and learning are we hoping to learn more about?

Observers met to confirm the focus of the walkthrough, review the expectations of the protocol and go over the observation schedule.

Observers spent 5-10 minutes in 3-5 classrooms. The focus of the walkthrough (the identified specific aspect of teaching and learning) was maintained throughout the observations. Observers take notes relevant to the focus during or between observations.

The debrief was essential for learning. Teachers reflected on their notes and put a star next to evidence that seems most relevant to the focus; selected five to seven pieces of evidence; shared selected evidence from the classrooms visited; identified patterns and contrasting elements; and collectively completed a four quadrant grid that summarizes the two charts that each of the small group has when they get together. The four quadrants are labeled: Patterns, Contrasts, Evidence, Questions; Finally the group shared with all teachers what was learned by posting the quadrant chart on the classroom.

The data was used to determine what are some "quick wins" you we could take to address our priority areas; what teacher/school actions were immediately actionable and high leverage, implications the patterns and trends had for the school; and lastly, what people could do differently as a result of my observations and the discussion.

Evidence of creating rigorous student tasks and how teacher developed is supported can be found:

West Campus: <https://classroom.google.com/u/0/c/Njk1OTg5ODU3Mlpa>

East Campus: <https://classroom.google.com/u/0/c/Njk1NzA0NTEzNlpa>

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"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction
	2b. Establishing a Culture for Learning
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assessments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQAP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

Ogden International School of Chicago has a high functioning program in place, with systems and structures, to support successful transitions from grade to grade and to post-secondary education.

When students require support, there is a clear pathway to access the support during the school year. Recruitment and orientation are essential to the success of student transitions to Ogden. Ogden provides school counseling and postsecondary advising transition support systematically.

Pathways around career options are an essential component of the MYP and DP IB Programmes.

Counselors created a post secondary leadership team and are using Naviance more fully this year.

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 ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for Teaching	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Presenting college plans from mailing event ✓ To & Through Project ✓ Redefining College & Career Readiness College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSS, 2004)
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

PYP has consistently been focusing on implementing inquiry and constructivist approaches to learning. The DP and MYP coordinators organized bi-weekly learning walks, inviting teachers to participate, in which they examined a unit planner and visited the classroom for 15-30 minutes, and used the AAI / TIA data collection tool. Teachers were given warm and cool feedback from the observations. Learning walks were extension of MYP Coordination of work around written curriculum, including weekly activities, to ensure alignment to CCSS/NGSS. The Criterion Based Grading team, and teachers using CBG, shared tasks, assessments, and criteria and discussed grading practices to ensure alignment between CCSS/NGSS and IB Criteria to task and grade, while conducting peer observations of classroom instructional practices to learn how best to implement CBG. The MYP Coordinator met with teachers from all departments and mapped standards and tasks to MYP objectives and Blooms Taxonomy. Teachers received PD to enable analysis of the cognitive processes involved in the standards they are teaching so they are able to match them to appropriate tasks and level of rigor to ensure they are selecting appropriate objectives and criteria to assess student learning. The Math Department aligned DOK, AAI, and CCSS Speaking and Listening skills, and on a minimum at least once per week students use the rubric/tool to ensure they are responding to tasks in a complex and rigorous manner.

The data we used to determine this were from the Learning Walks conducted at each campus, during which nearly every classroom was visited at least once.

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"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 2 3 4

Our expectations are embodied in our IB Assessment Policy, which was revised as a faculty this year for our Five Year Self-Study. Teachers are expected to use formative assessments, aligned to CCSS/NGSS or IB criteria, on a weekly basis to ensure student and teacher awareness of their growth and learning, and inform their planning and instruction. Teachers have been leading a Criterion-Based Grading team to learn about, adopt best practices, and create a plan for whole-school implementation on CBG so that teachers grading practices match our IB Assessment Policy, and so that grades are always assessments used to adjust instruction and enable modifications based on student achievement. By Year 2 of our CIWP all teachers are expected to have implemented Criterion-Based Grading practices. The Diploma Programme, led by the coordinator, designed and launched the assessment policy, transitioning all courses to criterion-based grading so that our grades align to IB predicted grades, to ensure students are on-track to pass their DP courses and exams, both internal and external, through which teachers improve their ability to select and create formative and summative assessments directly aligned to the IB assessments. MYP teachers, during course teams, meet with MYP Coordinator to align assessments to CCSS/NGSS standards, and ensure that assessments provide data that informs and guides instruction.

- 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	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	1.e. Selecting Learning Objectives
CPS Framework for Teaching	1.e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
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"> ✓ 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

Counselors oversee MTSS to ensure interventions are being logged. Each campus has an MTSS committee in which they problem solve issues with student learning.

Ogden International School of Chicago has a system for reflecting/evaluating MTSS Framework/Implementation, by having teachers identify the following:

Elements of Strength
Elements of Growth
Shared Leadership

There is a team approach with a MTSS Lead. The MTSS Lead is freed to do Tier 3 interventions for reading at East. Administration supports MTSS Team with resources needed to make changes to framework/system
Team determined in-house tiering criteria for assessment, using NWEA data to tier students for reading and math based on percentiles & used TRC data for the primary levels to determine tier 2-3 interventions).
Envision program was purchased for math, that comes with intervention kit, Reading AtoZ for reading intervention, and a menu of interventions was created for teachers.

School-based teams developed a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions, as it was noted that communicating a change in tier to families is not consistent. A need a protocol to occur when a student is moved within the tiers, including when they move out of tier 2 or 3 back to tier 1 is underway.

At Ogden East, there is evidence of

- Problem solving process at multiple levels (MTSS Team, Grade level, individual teacher level)
- Problem Solving Team Meeting Minutes (MTSS Team)
- MTSS Meeting Protocol (MTSS Team)
- MTSS Problem Solving Team Protocol (Individual Teacher Level)
- Clear Menu of Interventions
- Ogden MTSS Menu of Interventions
- Behavior Interventions PBIS
- Entry and Exit Criteria
- Assistance for Progress Monitoring
- Writing Workshop Coaching Cycle
- Reading Workshop Training-Grade Level Meetings (Teacher led)
- Balanced Literacy, Flexible Grouping
- Incident Report Form
- MTSS Tier 3 SEL Referral
- MTSS Tier 2 SEL Referral
- Tier 2 SEL Referral Responses & Team Recommendations
- Artifacts of SEL practices
- MTSS Parent Letter

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to “get it right.” There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

This school received a Level 1+ rating based on the CPS School Quality Rating Policy (SQRP).

Student Growth at East was far above average, which means the change in NWEA test scores between Spring 2016 and Spring 2017 was much greater at this school than at other schools nationally with the same pretest score.

Student Attainment at East Campus was far above average, which means NWEA test scores in Spring 2017 were much higher than the national average score

East Campus is "Partially Organized for Improvement" which means that the school's culture and climate has a few strengths, but also has several weaknesses.

West Campus: Student Growth at this school was average, which means that students' actual 2017 PSAT and SAT composite scores were close to their expected PSAT and SAT composite scores.

Student Attainment at this school met expectations, which means around half of students met college readiness benchmarks on their grade-appropriate PSAT or SAT assessment in Spring 2017.

This school is "Organized for Improvement" which means that the school has a strong culture and climate with only a few areas for improvement.

Five Essentials East

Ambitious Instruction:

Collaborative Teachers:

Supportive Environment:

Five Essentials West

Ambitious Instruction:

Collaborative Teachers:

Supportive Environment:

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 ✓ SCIP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (enr.edu/te) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

1 2 **3** 4

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

CPS Schools follow the CPS Student Code of Conduct. This document is a powerful resource for best practices in regards to managing student behavior in a positive and effective way. At Ogden, we understand that behavior and learning are inextricably intertwined. Learning environments that are designed to build trust, rapport, and relationships among all individuals lead to positive behavior and learning outcomes. An effective learning environment cannot develop if a teacher believes they have a dominant position of power over the students, and therefore students must adhere to strict behavioral expectations. Instead, an effective learning environment develops when a teacher facilitates collaborative norms and expectations both for behavior and learning, creating an equitable environment. Students are empowered through inquiry-based learning opportunities that are intellectually engaging and challenging but also culturally relevant and sensitive to students’ individual life experiences, including culture, race, class, ethnicity, sexuality, gender, and religious belief. Students’ inappropriate behavior is often a response to feeling disrespected by the teacher or peers. This cannot be corrected by telling the student their perception is incorrect. Instead, their perception must be respected and addressed through conversation to learn if the teacher or peers have been disrespectful.

Although behavior and learning are intertwined, for the purposes of our understanding, we can separate them to develop protocols on how to handle issues that might arise.

Similar to RTI, the vast majority of all interactions should be Tier 1, which are handled within the normal classroom routine. Interactions that occur which cannot be handled through expectations, subtle and preventative intervention, or positive framing to model and reinforce positive behavior, might require Tier 2 interventions, which are small group or one-on-one restorative conversations between students, with the teacher or a student facilitating, or between the student and teacher. To reiterate, the teacher needs to begin these conversations not from a position of dominant power over the student, but from a perspective of equity in which the student and teacher are both invested in created a positive and effective learning environment for all. An effective learning environment results in a very small percentage of interactions that are considered Tier 3 and require attention by an individual outside of the classroom. If there is a threat to safety, security and administration should be notified immediately, and teachers must prepare a report to administration to document the incident so it can be entered into Student Logger or Verify by the Dean. However, even the majority of Tier 3 incidents can wait to be addressed after class by the Restorative Justice Coordinator or Dean. Incidents that involve students who have a 504 or IEP might require additional involvement from the counselor or related service personnel (social worker, nurse, or psychologist).

For more specific information regarding tiers and intervention strategies refer to the West Campus Ogden Culture and Climate Behavior Guide or East Campus Steps to Address Student Behavior Guide. Relocation of students should never be perceived by the student or adult as a punishment. Relocating a student to another area in the classroom or school should only be used to enable the student a time and space to reflect and calm down, before the teacher discusses the student’s behavior. Teaching discipline is about helping students learn how to make decisions that will lead to new and more appropriate behaviors. Teachers may establish a buddy-room with another teacher that they can relocate students to when the student needs a ‘cooling off’ period. Partner teachers will be familiar with each other’s students so they will know how to relate to each child. Partner teachers will accept a student and enable them space and time to decrease their stress level, before returning them to their class.

East Campus relational trust has improved in the past two years. West Campus relational trust has diminished recently, but is priority to restore.

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
CPSS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPSS 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

High level of student voice and engagement at each campus. Numerous clubs, sports, and activities. LSC student rep initiated change to block schedule. Student government, student councils, action clubs, Black Student Union all have active roll in guiding school vision and policies.

The data we used to determine this was a priority is that although we have an active student body, they are rarely involved in the decision making process. As an example, this year the LSC student rep helped start the conversation on having a study hall option in high school, which led to a change to a block schedule, but students were not involved in the process throughout. As another example, the Student Council at each campus do not meet regularly with the Head of Each Campus. We want to empower students through this organizations, and develop a Student Voyce Committee.

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"> ▪ WVNS Student Survey completion rates and results ▪ Minutes from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 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/NET 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

Ogden is extremely safe and orderly, with a high degree of student choice (i.e. students are not lined up and take turns going to the bathroom like at many schools). SEL teams at each campus focus on ways to improve safety, order, and to ensure all students feel supported.

At the start of every school year, all faculty and staff receive training on safety drills. Procedures are shared, along with expectations for what documents such as rosters teachers should always have on hand. Even though this training happens every year, inevitably staff ask questions posed as "what ifs", challenging everyone to think deeply about how to maintain safety at all times, but especially during emergency situations.

During the first three months of school we practice safety drills with all students, faculty, and staff for evacuation, shelter-in-place, and lock-down situations (we do not call these 'active shooter drills', but the procedures are the same). After each drill we review how we did and how we can improve. There are district-wide protocol for safety and security guidelines that are constantly reviewed, revised, and practiced.

At Ogden East Campus, we have 150 high-definition security cameras, both internally and externally, from the parking garage to the roof, that can pan and zoom. This is one of the best systems in all of CPS. West Campus has a system more typical of schools, with 30 cameras that are constantly monitored by a security guard.

Every Chicago Public School is directly tied to Chicago's Office of Emergency Management. All cameras can be monitored by security in their office on Madison street, where Chicago police officers and other first responders are housed, allowing for immediate coordination if an emergency occurs. Our security guard, Mr. Cesar Ravelo, received a promotion to join this office due in part because of how well Ogden has handled safety issues. Now he can continue keeping an eye on Ogden, but from the Madison Street location!

Along with access to cameras, the Office of Emergency Management has contact information of all school leadership, along with information on bell schedules, exits, and other critical information. This information is shared with all sister-agencies, such as the Chicago Police and Fire Departments.

Ogden has invested heavily in a system that allows our radios to communicate between both campuses. This required expensive digital radios and a transponder to link the two campuses. This allows instant communication so we can share information and track students if, for example, they don't show up on the middle school shuttle.

We have trained teachers but also students to never open side doors, even for other students and teachers. We require everyone to enter through the main door, which is monitored by a security guard. The side doors are constantly being watched via the cameras to ensure no one enters without permission.

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	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/pdf)

Restorative Approaches to Discipline:

Score

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

1 2 **3** 4

Deans and teachers have been trained to use restorative practices, proactive approaches, and SEL strategies to ensure students are supportive and punitive measures are rarely use.

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

Parent and Family Partnership:

Score

1 2 3 4

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

East Campus has a very high level of parent and family engagement, as evidenced by the number of volunteers, events, meetings, and tours. West Campus has improved since the creation of the PTO, but much work needs to be done to fully partner with parents and families. Principal and APs send weekly email to 1,500 parents. Website is updated weekly. Social media (Twitter and Facebook) among the most active out of all Network schools. Handbook is posted on website. BAC meeting has improved and meets regularly and reports to the LSC. Parent led groups include Booster Club, Friends of Ogden, PTA, PTO, and the Diversity Committee.

After School Club

Our new after school program schedule has been finalized! The program will give students an opportunity to receive free club programming that will help them grow as learners and community members.

The start date is Tuesday, February 20th and end date is Friday, June 8th. Students will be provided a quick snack by CPS at 3:30 and club leaders start with their students at 3:45 p.m. Parents will be expected to pick up their students at the Ogden East security desk when their child's club ends, at 4:30 p.m.

Please refer to schedule of clubs to start discussing possible club choices with your child.

Ogden FIRST Robotics Team - Grades 4-12

Parent Leader: Clifton Muhammad

Teacher Leader: Mr. Madurzak?

Meetings occur @ Mhub:?

Girls on the Run - Girls Grades 3-5

Parent Leader: Sue McLinden Donahue

Action Club - Grades 4 & 5

Teacher Leader: Sara (Schneeberg) Ivory

Student Council - Grades 4 & 5

Teacher Leader: Sara (Schneeberg) Ivory

Fee-Based After School Program

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. Engages 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 ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐

3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	<input type="radio"/>

Goals

Required metrics (Elementary)

17 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
We chose the goal of 94 because our performance was at 90 and we want to increase it	81.00	90.00	94.00	97.00	98.00
National School Growth Percentile - Math					
We chose the goal of 86 because our performance was at 81 and we want to increase it	34.00	81.00	86.00	90.00	93.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We chose the goal of 70 because our performance was at 68 and we want to increase it	62.70	68.00	70.00	75.00	77.00
African-American Growth Percentile - Reading					
We chose the goal of 90 because our performance was at 81 and we want to increase it	62.00	81.00	90.00	93.00	95.00
Hispanic Growth Percentile - Reading					
We chose the goal of 97 because our performance was at 96 and we want to increase it	87.00	96.00	97.00	98.00	99.00
English Learner Growth Percentile - Reading					
This is a new metric for our school.	(Blank)	(Blank)	99.00	99.00	99.00
Diverse Learner Growth Percentile - Reading					
We chose the goal of 68 because our performance was at 66 and we want to increase it	50.00	66.00	68.00	71.00	75.00
African-American Growth Percentile - Math					
We chose the goal of 55 because our performance was at 53 and we want to increase it	45.00	53.00	55.00	60.00	65.00
Hispanic Growth Percentile - Math					

We chose the goal of 92 because our performance was at 84 and we want to increase it	45.00	84.00	92.00	95.00	97.00
--	-------	-------	-------	-------	-------

English Learner Growth Percentile - Math

This is a new metric for our school.	(Blank)	(Blank)	99.00	99.00	99.00
--------------------------------------	---------	---------	-------	-------	-------

Diverse Learner Growth Percentile - Math

We chose the goal of 60 because our performance was at 60 and we want to increase it	6.00	60.00	60.00	64.00	67.00
--	------	-------	-------	-------	-------

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

We chose the goal of 99 because our performance was at 94 and we want to increase it	89.00	94.00	99.00	99.00	99.00
--	-------	-------	-------	-------	-------

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

We chose the goal of 99 because our performance was at 89 and we want to increase it	81.00	89.00	99.00	99.00	99.00
--	-------	-------	-------	-------	-------

National School Attainment Percentile - Reading (Grade 2)

We chose the goal of 99 because our performance was at 97 and we want to increase it	91.00	97.00	99.00	99.00	99.00
--	-------	-------	-------	-------	-------

National School Attainment Percentile - Math (Grade 2)

We chose the goal of 99 because our performance was at 98 and we want to increase it	92.00	98.00	99.00	99.00	99.00
--	-------	-------	-------	-------	-------

% of Students Making Sufficient Annual Progress on ACCESS

We chose the goal of 65 because our performance was at 48 and we want to increase it	48.40	(Blank)	65.00	68.00	72.00
--	-------	---------	-------	-------	-------

Average Daily Attendance Rate

We chose the goal of 95 because our performance was at 94.2 and we want to increase it	95.40	95.20	(Blank)	(Blank)	(Blank)
--	-------	-------	---------	---------	---------

My Voice, My School 5 Essentials Survey

Goal is to have all three campuses "Organized" or better.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---	---------	---------	---------	---------	---------

Required metrics (Highschool)

17 of 17 complete

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

My Voice, My School 5 Essentials Survey

Goal is to have all three campuses "Organized" or better.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---	---------	---------	---------	---------	---------

PSAT 9 Annual Growth Measure

We chose the goal of 78 because our performance was at 74 and we want to increase it	(Blank)	74.00	78.00	81.00	85.00
--	---------	-------	-------	-------	-------

PSAT 10 Annual Growth Measure

We chose the goal of 48 because our performance was at 41 and we want to increase it	(Blank)	41.00	48.00	54.00	60.00
--	---------	-------	-------	-------	-------

SAT Annual Growth Measure

We chose the goal of 62 because our performance was at 57 and we want to increase it	(Blank)	57.00	62.00	66.00	71.00
--	---------	-------	-------	-------	-------

3 yr Cohort(SAT) Growth Measure (this will be a new metric)

No metrics available.	(Blank)	(Blank)	75.00	80.00	85.00
-----------------------	---------	---------	-------	-------	-------

African-American School Growth Percentile SAT11

No metrics available.	(Blank)	(Blank)	75.00	80.00	85.00
-----------------------	---------	---------	-------	-------	-------

Hispanic School Growth Percentile SAT11

We chose the goal of 73 because our performance was at 69 and we want to increase it	(Blank)	69.00	73.00	77.00	81.00
--	---------	-------	-------	-------	-------

English Learner School Growth Percentile SAT11

No metrics available.	(Blank)	(Blank)	75.00	80.00	85.00
-----------------------	---------	---------	-------	-------	-------

Diverse Learner School Growth Percentile SAT11

No metrics available.	(Blank)	(Blank)	75.00	80.00	85.00
-----------------------	---------	---------	-------	-------	-------

Percent Meeting College Readiness Benchmarks

We chose the goal of 60 because our performance was at 56.3 and we want to increase it	(Blank)	56.30	60.00	64.00	68.00
--	---------	-------	-------	-------	-------

Early College and Career Credentials Rate

We chose the goal of 61 because our performance was at 57.7 and we want to increase it	56.30	57.70	61.00	65.00	69.00
--	-------	-------	-------	-------	-------

Freshmen On-Track Rate

We chose the goal of 99 because our performance was at 98.4 and we want to increase it	93.60	98.40	99.00	99.00	99.00
--	-------	-------	-------	-------	-------

4-Year Cohort Graduation Rate

We chose the goal of 90 because our performance was at 84.5 and we want to increase it	90.40	84.50	90.00	93.00	96.00
--	-------	-------	-------	-------	-------

1-Year Dropout Rate

We chose the goal of 0.2 because our performance was at .3 and we want to increase it	2.10	0.30	0.20	0.10	0.00
---	------	------	------	------	------

College Enrollment Rate

We chose the goal of 75 because our performance was at 78.8 and we want to increase it	72.60	78.80	75.00	79.00	84.00
--	-------	-------	-------	-------	-------

College Persistence Rate

We chose the goal of 80 because our performance was at 72 and we want to increase it	80.00	72.00	80.00	84.00	88.00
--	-------	-------	-------	-------	-------

Average Daily Attendance Rate

We chose the goal of 95 because our performance was at 94.2 and we want to increase it	93.80	94.20	95.00	95.40	95.80
--	-------	-------	-------	-------	-------

Custom metrics

3 of 3 complete

	Actual	Actual	SQRP Goal	SQRP Goal	SQRP Goal
Diversity and Inclusion					
Using results from the Survey & Focus Groups Administered - January & February 2018, on the Assessment of Multiculturalism, Inclusion, and Diversity (AMID) Survey, we hope to make our school more inclusive of all forms of diversity. Staff score: 3.73 or Basic Student score: 3.63 or Basic Parent score: 3.93 or Basic AMID Survey score only (focus group data not included): 3.76 - Basic Hope this helps! (Below is the scoring scale that we used in the report). 4.5+ are excellent scores, indicated by blue highlighting 4.0 - 4.4 are proficient scores, indicated by green highlighting 3.6 - 3.9 are satisfactory scores, indicated by yellow highlighting 3.5 and below are weak scores, indicated by red highlighting	0.00	3.76	4.00	4.50	4.50
Percentage of teachers of color					
Having a diverse teaching staff, especially that reflects the students we serve, is critical for a high-functioning diverse and inclusive school culture	14.00	20.00	25.00	30.00	35.00
Percentage of IB Subject Scores of 4 or higher					
4 or higher is the passing score for the IBO	68.00	60.00	70.00	74.00	76.00

Strategies

Strategy 1

If we do...

If we train teachers to use mindful and restorative practices as aligned to the IB Learner Profile explicitly during advisory (6th-12th), SEL team and enrichment and seminar (9th-12th) and morning meeting (k-5th), and ensure students have an active voice in school improvement

...then we see...

then we will see students who are ready to learn...which leads to a stronger sense of community safety and self

...which leads to...

as measured in the Supportive Environment section of the 5Essentials report with a measure of "organized" or better, and improved attendance rates of 96% or better for all grades.

Tags:
Holistic learner

Area(s) of focus:
1

Action step

Responsible

Timeframe

Status

By the first week of school, all teachers will be trained on how to implement and support the schoolwide Behavior Expectation Matrix as measured by the attendance sheet for this PD.

Cara Kranz

Jun 2, 2018 to
Sep 7, 2018

Completed

By the 5 week progress mark, all classrooms will have gone through the certification process for the Behavior Expectation Matrix as measured by the matrix posted outside the classrooms and tracked by administration.

John Paul Arellano
Cara Kranz

Aug 27, 2018 to
Oct 5, 2018

Behind

<p>By the 25 week progress mark (5 weeks into 2nd semester), all classrooms will have gone through a 2nd certification process for Behavior Expectation Matrix as posted outside the classrooms and tracked by administration.</p>	<p>John Paul Arellano Cara Kranz</p>	<p>select</p>	<p>On-Track</p>
<p>By the beginning of school, all teachers will be trained to incorporate 15 minutes of morning meeting daily in their schedule, using POP Check-In and strategies as measured by their attendance of the PD. Teachers will provide a morning meeting using POP Check-In and strategies daily over the course of the academic year, as evidence by their schedule as well as anchor artifacts within their classroom. The online version "Class Catalyst" will be available for anyone who wants to collect the data for POP Check-In.</p>	<p>Cara Kranz</p>	<p>Jun 2, 2018 to Sep 8, 2018</p>	<p>On-Track</p>
<p>By opening of school year, the SELf Team will develop a plan to deliver Second Step PD for all teachers so teachers use Second Step curriculum on a weekly basis, with a plan for monitoring and measurement.</p>	<p>Allison Potter</p>	<p>Jun 2, 2018 to Sep 14, 2018</p>	<p>On-Track</p>
<p>By the end of September, the SELf Team will deliver Second Step PD to all K-5 teachers so they are prepared to use Second Step Curriculum on a weekly basis, and measured and monitored by SELf team via Learning Walks.</p>	<p>Allison Potter</p>	<p>Jun 2, 2018 to Sep 30, 2018</p>	<p>On-Track</p>
<p>On a monthly basis, the SELf team will measure effectiveness of Second Step impact and implementation as measured by behavior section report cards.</p>	<p>Allison Potter</p>	<p>Jun 2, 2018 to Dec 31, 2018</p>	<p>On-Track</p>
<p>By 9/20/18 all teachers will establish academic and behavior classroom essential agreements, with evidence posted in their room, and through student behavior or verbal reports as measured by behavior section report cards.</p>	<p>John Paul Arellano</p>	<p>Jun 2, 2018 to Sep 14, 2018</p>	<p>On-Track</p>
<p>Holistic learner</p>			
<p>By 9/30/18, BHT will monitor and support MTSS Behavior interventions, problem solving, goal setting, and data collection during flex day grade level meetings as measured by teacher sign in. BHT will develop a consistent MTSS Behavior tool (behavior progress report) for teachers to use as a uniform way to collect data and progress monitor as measured by teacher data input in MTSS gradebook.</p>	<p>Amy Hiller</p>	<p>Jun 2, 2018 to Jun 30, 2019</p>	<p>On-Track</p>
<p>On a weekly basis the MTSS Behavior Coordinator / Dean will monitor and support teachers in teaching a replacement behavior for students in Tier 2 or 3, input quantitative data weekly to show how the student is responding to the intervention as measured by MTSS gradebook.</p>	<p>Cara Kranz</p>	<p>Dec 21, 2018 to Dec 21, 2018</p>	<p>On-Track</p>

<p>After-school PD: Train teachers (monthly) to help develop student SEL core competencies through Advisory (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making) During Advisory: Weekly, communicate with students indirectly (e.g. PPT slides, school publications, etc.) or directly (e.g. classroom lessons, focused assemblies, etc) with a focus on Mindful Practices and other research-based SEL strategies. Tier 1 SEL intervention will reduce of students needing tier 2&3 SEL MTSS support (baseline end of the 1st quarter) by 50 % at the end of the 2018-2019 school year.</p>	<p>Nick Ribaudo</p>	<p>Jul 27, 2018 to Dec 21, 2018</p>	<p>On-Track</p>
<p>Learner Profile: By June 30 form a team to create a year long plan for integration of the learner profile into curriculum, advisory and other facets of the middle years program to be published by August 1, along with a calendar for professional learning, targeted student events and activities that promote one or more traits of the learner profile. Evidence will be collected through the creation of opportunities for students to act and reflect to demonstrate their understanding of each trait as documented through student entries in managebac.</p> <p>Service:: By August 1st, plan, publish, and coordinate a calendar of events, activities and curriculum connections for the middle grades that will create opportunities for students to experience service as action (SA) as evidenced through student documentation and reflections in managebac, service connections added to current unit plans, and documented service events.</p>	<p>William Campillo</p>	<p>Jun 2, 2018 to Dec 21, 2018</p>	<p>On-Track</p>
<p>After-school PD: Train all teachers in Restorative Justice practices</p>	<p>Laquita Lane and David Castro</p>	<p>Jun 2, 2018 to Dec 21, 2018</p>	<p>Behind</p>
<p>On a weekly basis FOT/SOT will update the tracker that lists who is off-track. Students not on-track will be directed to tutoring during enrichment period and or during lunch.</p>	<p>Alfredo Lopez, Matt Baker</p>	<p>Jun 2, 2018 to Jun 22, 2019</p>	<p>On-Track</p>
<p>Attendance team will update tracker on a weekly basis. Attendance incentives will be advertised and used, per the attendance plan, to ensure 95% attendance at each campus.</p>	<p>Rickie Wright, Dara Davis, Alfredo Lopez</p>	<p>Jun 2, 2018 to Sep 1, 2018</p>	<p>On-Track</p>
<p>By 9/1/18 Post Secondary Leadership Team will develop a plan to ensure 100% KPI metrics (FAFSA, 3 or more applications, price calculator, scholarship, financial aid letter)</p>	<p>Alejandro Padilla</p>	<p>Jun 2, 2018 to Sep 1, 2018</p>	<p>On-Track</p>
<p>Post Secondary Leadership team will meet on a monthly basis and update the KPI tracker to ensure 100% KPI metrics (FAFSA, 3 or more applications, price calculator, scholarship, financial aid letter)</p>	<p>Alejandro Padilla</p>	<p>Jun 2, 2018 to Sep 1, 2018</p>	<p>On-Track</p>
<p>By the end of the first week of school, departments will confirm a vertically aligned IB Approach to Learning focus for each unit. By the end of the first quarter, course teams will moderate student self-assessments of their individual Approach to Learning goal. By the end of the first quarter, teachers will share out their professional reflections on implementation of the ATL focus to the department as recorded on their unit plan in ManageBac. By the end of the first semester, departments will have moderated two student self-assessments of their individual Approach to Learning goals and teachers will have shared out their professional reflections on implementation of two different ATL focuses as recorded on their unit plan in ManageBac</p>	<p>John McGinnis</p>	<p>Jun 1, 2018 to Dec 1, 2018</p>	<p>On-Track</p>

<p>All teachers will use a de escalation protocol for all students and a daily one on one check ins with at least one student to ensure student to teacher relationships. If a student does self work in the areas of restoration or self regulation, this work will inform the focus and strategies discussed in the check in. Quarterly classroom assignments for teachers will ensure the daily completion of this work and keep data updated for the BHT.</p> <p>Time frame: This will be reviewed monthly and brought to Behavior/Health.</p>	John Paul Arellano	Sep 10, 2018 to Jun 10, 2019	On-Track
--	--------------------	------------------------------	----------

Behavior supports

<p>On a weekly basis DCEC will share a summary on culture and climate, including discipline, with Head of School and Principal.</p> <p>Data: Data will include calls for support, recess and lunch incidents, and a plan for support for the week.</p> <p>Time frame: This will be reviewed weekly and brought to Principal and Assistant Principal.</p>	John Paul Arellano	Sep 10, 2018 to Jun 10, 2019	On-Track
--	--------------------	------------------------------	----------

Behavior supports

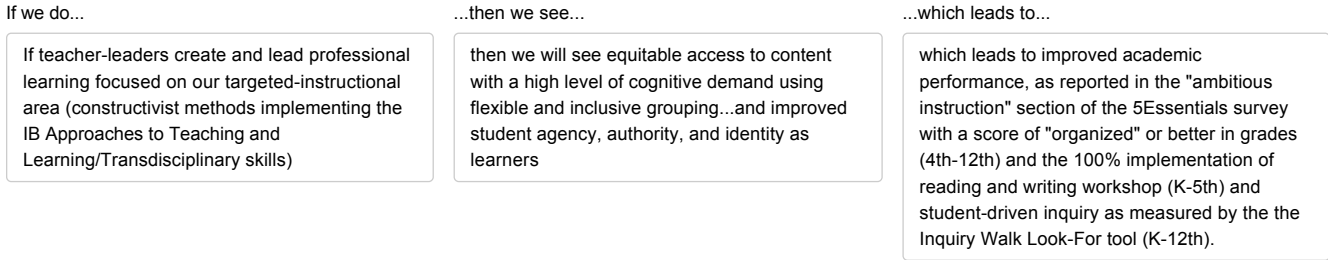
<p>On a weekly basis, DCEC will meet with Recess and Lunch staff to go over interventions for specific students. Recess and Lunch will also check in with specific students on a list that is compiled over the year. Right at School will review the check in list daily.</p>	John Paul Arellano	Sep 14, 2018 to Jun 10, 2019	On-Track
--	--------------------	------------------------------	----------

Behavior supports

<p>BHT will monitor the reports from teachers and determine student and teacher needs based.</p>	Kishasha Williams-Ford	Oct 2, 2018 to Apr 26, 2019	On-Track
--	------------------------	-----------------------------	----------

<p>We are creating a school climate that includes Social Emotional Learning (SEL) using the Class Catalyst program of student "check-in" and teacher monitoring. Students will be able to gauge their own social/emotional state and let their teachers and administrators know by "checking-in" using either computers, strategically placed iPads around the building or their own SmartPhone. This will be related to our MTSS practice and hopefully will lead to less Tier 2 and 3 referrals as well as less BHT referrals, as well.</p>	Steve Noel	select	Not started
---	------------	--------	-------------

Strategy 2



Tags:
The taught curriculum

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
-------------	-------------	-----------	--------

<p>For BOY PD, teachers will receive and be trained on Teaching and Learning Guidelines to guide practices at East Campus, as measured by the PD sign-in and training decks.</p> <p>For PD throughout the school year, teachers will be retrained and updated on Teaching and Learning Guidelines to guide practices at East Campus, as measured by the PD sign-in and training decks.</p>	Cara Kranz	Jun 2, 2018 to Sep 1, 2018	On-Track
<p>Four times a year, teachers will peer observe, either through Learning Walks where peer observations will collect data. Schedules will be by the PYP Coordinator.</p>	Sara Ivory	Jun 2, 2018 to Jul 20, 2019	Completed
<p>By 9/30/18 PPLC will develop agenda and schedule grade level or flex day PD on flexible grouping and progress monitoring as measured by teacher sign in.</p>	Amy Hiller, Matt Baker, John McGinnis	Jun 2, 2018 to Sep 1, 2018	On-Track
<p>Every 6 weeks, grade level teams will analyze fidelity and effectiveness of workshop model, flexible grouping, MTSS academic interventions and progress monitoring to drive instructional practices and decisions as measured by student data including NWEA, TRC, DIBELS, MTSS gradebook, formative ELA assessments and student work.</p>	Amy Hiller	Jun 2, 2018 to Sep 30, 2018	On-Track
<p>By 9/10/18 all teachers will participate in PD on the Reading and Writing Workshop model as measured by the attendance of the PD.</p>	Amy Hiller	Jun 2, 2018 to Sep 10, 2018	On-Track
<p>By 12/1/18 the PPLC will examine the fidelity of Reading/Writing workshop implementation and adoption with the goal of 100% of teachers using this model as measured by walk through tools/checklists.</p>	Amy Hiller	Jun 2, 2018 to Dec 1, 2018	On-Track
<p>Jenner Campus: By September 1st the PPLC will identify, research, and plan professional learning to implement an inquiry based powerful practice for MYP subject groups as evidenced through the creation of an MYP professional learning calendar for teachers and a change in learning experiences planned for students as documented in unit plans and observed through classroom visits.</p>	William Campillo	Jun 2, 2018 to Jun 15, 2019	Behind
<p>Department Meetings: By September 1st teachers will create plan to facilitate professional learning on powerful practices and approaches to teaching and learning (ATL), supported through collaborative peer observation and feedback protocols, to develop teaching practice and initiate schoolwide implementation of inquiry based methods of instruction documented through peer debrief notes, classroom observation notes, unit plans and teacher reflections in manglebac</p>	John McGinnis, Matt Baker	Jun 15, 2019 to Jun 15, 2019	Completed
<p>By 10/1/18 DP Coordinator will pair every DP teacher with a colleague in another IB school, and plan for each teacher to visit the partner teacher at their school/or host the partner teacher at our school for a day before the end of first quarter.</p>	John McGinnis	Jun 2, 2018 to Sep 1, 2018	Behind
<p>Before the end of first semester, the DP coordinator will meet with each DP teacher to debrief about their visit at the other school and record best practices, questions, ideas and takeaways.</p>	John McGinnis	Jun 2, 2018 to Jan 21, 2019	Not started

On a Monthly basis teachers will peer observe one Ogden DP colleague for one class to collect evidence of implementation of Principles and Practices including: Interdisciplinary connections, TOK connections, International Mindedness, IB Learner Profile connections and/or ATL practices. Evidence of peer observations will be collected.	John McGinnis	Jun 2, 2018 to Dec 28, 2018	On-Track
---	---------------	-----------------------------	----------

By 10/1/18 DP Coordinator will create a plan for peer observation	John McGinnis	Oct 3, 2018 to Oct 3, 2018	Completed
---	---------------	----------------------------	-----------

By 10/15/18 Each HS department chair will discuss cognitive demand and equitable access with departments and develop next steps for increasing cognitive demand and equitable access.	Oz Torres, Kelsey Strait, Earl Johnson, Alan Allmen	Sep 26, 2018 to Oct 15, 2018	On-Track
---	---	------------------------------	----------

Cognitive demand, Equity

By 10/15 all 5th-8th grade level teams will have a strategy for looking at student work, focused on writing across the curriculum, in grade level teams, to determine instructional moves/changes.	William Campillo	Sep 1, 2018 to Oct 15, 2018	On-Track
--	------------------	-----------------------------	----------

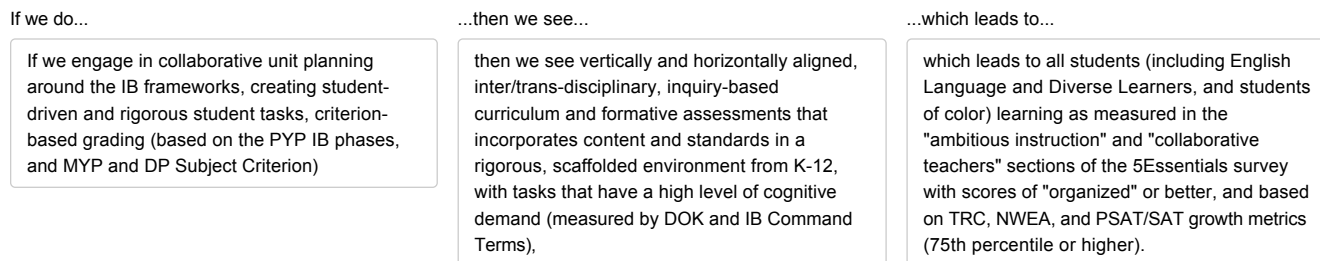
Writing, Grade level meetings, Student work protocol

We have created a Family and Community Team (FACE) which intends to bring in members of our learning community to meet with our students to discuss and mediate about their careers. This will be helpful to our students to hear life stories about college and careers from those individuals who have lived the experiences. This will hopefully inspire some of our students to pursue careers that they may never have known about and to further increase our senior class college acceptance rates.	Steve Noel	select	Not started
--	------------	--------	-------------

Teachers will examine data on priority groups and achievement gap at Ogden, then learn from a colleague how to partner with families of color, and then reflect on their own practices to ensure they are not allowing biases to prevent them from reaching out and partnering with families of students of color.	Cara Kranz	Oct 29, 2018 to Nov 2, 2018	Not started
--	------------	-----------------------------	-------------

Priority group

Strategy 3



Tags:
The written curriculum

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
-------------	-------------	-----------	--------

By 9/1/18 PYP Coordinator will create a scope and sequence for weekly grade level meetings, which will include intentionally looking at student work from daily or weekly formative assessments to discuss and align grading practices to IB Standards and Practices, ensuring teachers are following scope and sequences, ensure a consistently high level of cognitive demand by aligning Command Terms and DOK for summative assessment.	Sara Ivory	Jun 2, 2018 to Sep 1, 2018	Completed
By September 1st MYP Coordinator will create a scope and sequence for weekly team meetings, which will include intentionally looking at student work from daily or weekly formative assessments, discussing and aligning grading practices to IB Standards and Practices, ensuring teachers are following scope and sequences, and ensuring a consistently high level of cognitive demand by aligning Command Terms and DOK for summative assessments.	William Campillo	Jun 2, 2018 to Jun 15, 2019	On-Track
Beginning in September and continuing through the school year the MYP coordinator will work with teachers to organize and/or facilitate team meetings and include agenda and notes in evidence link.	William Campillo	Jun 2, 2018 to Jun 15, 2019	On-Track
During the 2018 summer, the Criterion Based Grading team will create a protocol for departments to use to align their grading practices to the Assessment Policy.	Sara Levinstein	Jun 2, 2018 to Sep 1, 2018	Completed
In department meetings, teachers will participate in monthly PD on the Approaches to Learning as outlined by IB. At the end of first quarter, teachers will share out a goal for implementation of an Approach to Teaching in a second quarter unit. At the end of second quarter, teachers will share reflections as recorded in their unit planner on ManageBac based upon their implementation of their targeted Approach to Teaching method and set a goal for spiraling this method with their next approach to teaching skill.	John McGinnis	Aug 3, 2018 to Jan 21, 2019	On-Track
By September 4, 2018, all teachers in the MYP program will have participated in day-long summer professional development on Criterion-Based Grading (CBG). The morning session will be on learning what effective CBG looks like and the afternoon session will be for course/department teams to begin planning units using CBG.	Sara Levinstein	Jun 1, 2018 to Sep 4, 2018	Completed
MYP Coordinator will lead review of Unit Planners using a checklist aligned to the MYP Unit Planner Rubric. Every teacher will receive feedback and personalized support on UbD and MYP expectations.	William Campillo	Sep 1, 2018 to Apr 30, 2019	Not started
Ubd, Unit planning			
By January 25, 2019, all teachers will have a summative, criterion-based assessment that is aligned to MYP or DP rubrics.	Sara Levinstein	Oct 17, 2018 to Jan 25, 2019	Not started

Strategy 4

If we do...

...then we see...

...which leads to...

If we partner with Single Story, Inc., to evaluate

then all stakeholders will feel supported and

which will enable all subgroups (ELL, DL,

our culture and climate for inclusiveness

part of the community

students of color) to demonstrate growth at the 75th percentile or higher on TRC/Dibels, NWEA, or PSAT/SAT

Tags:
Diversity & inclusion

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
By 11/1/18, DAT will create an updated mission for the year including evaluating school culture and climate, planning for more inclusive teaching strategies and updating the written curriculum to improve inclusivity. By 12/1/18 DAT will create plan to evaluate culture and climate.	Diversity Director TBD	Jun 2, 2018 to Nov 1, 2018	On-Track
By 12/1/18 DAT will create plan to evaluate teaching strategies and determine next steps to improve inclusivity.	Diversity Director TBD	Jun 2, 2018 to Dec 1, 2018	On-Track
By 12/1/18 DAT will create plan to evaluate the written curriculum and determine next steps to improve inclusivity	Diversity Director TBD	Jun 2, 2018 to Dec 1, 2018	On-Track
By Tuesday, September 4th, 2018, the Diversity Community will create plans to organize and host events to build inclusivity of all families, with a calendar of monthly events to celebrate a wide range of diversity events (race, culture, gender, language, religion, ability, etc.) to foster a spirit of inquiry, inclusion, collaboration, growth, global mindedness, health and well-being.	Jelanie Semmes	Jun 2, 2018 to Sep 4, 2018	Not started
By 10/1/18 Subcommittees will be established to lead specific diversity and inclusion initiatives as determined by AMID survey results.	Michael Beyer	Jun 2, 2018 to Oct 1, 2018	Not started
Using monthly surveys and/or team interviews that contain a set of questions about the status of implementation of inclusive practices, DAT will create a chart that communicates findings to be presented at FLEX meetings during the 1st semester of the 2018_2019 school year. After gathering a semester's worth of data on the culture and climate of inclusive practices at Ogden, DAT will identify most commonly communicated barriers to inclusive practice and develop an action plan to address these barriers by the end of the 2018_2019 school year.	Nicole Marquez	Jun 2, 2018 to Jan 6, 2019	Not started
Teachers will examine data on priority groups and achievement gap at Ogden, then learn from a colleague how to partner with families of color, and then reflect on their own practices to ensure they are not allowing biases to prevent them from reaching out and partnering with families of students of color.	Cara Kranz	Oct 29, 2018 to Nov 2, 2018	Not started

Priority group

Action Plan

Strategy 1

COMPLETED

By the first week of school, all teachers will be trained on how to implement and support the schoolwide Behavior Expectation Matrix as measured by the attendance sheet for this PD."

Jun 02, 2018 to Sep 07, 2018 - Cara Kranz

Status history

Aug 27

COMPLETED

Aug 27, 2018

Evidence

See: Opening PD goals met

See: Behavior Expectation Matrix

ON-TRACK

By the beginning of school, all teachers will be trained to incorporate 15 minutes of morning meeting daily in their schedule, using POP Check-In and strategies as measured by their attendance of the PD. Teachers will provide a morning meeting using POP Check-In and strategies daily over the course of the academic year, as evidence by their schedule as well as anchor artifacts within their classroom. The online version "Class Catalyst" will be available for anyone who wants to collect the data for POP Check-In."

Jun 02, 2018 to Sep 08, 2018 - Cara Kranz

Status history

Sep 19

ON-TRACK

Sep 19, 2018

Evidence

Data for POP

K 6/6 POP check-ins / 6/6 essential agreements (visit)

1st 6/6 POP posted and interactive / 6/6 essential agreements (focused on the practices)

2nd 6/6 POP interactive / check essential agreements (discussion about different ways to do)

3rd 6/6 POP chart or mood meter / 6/6 essential agreements w student voice

4th 4/6 using visual POP or mood meter / 6/6 morning meeting student led / 5/6 essential agreements (we value...positive statements)

Specials 5/6 POP check-ins as they enter in hallway happening throughout / 5/6 essential agreements (kudos to Cheng)

Joe to own with JP essential agreements

SPED 4/5 POP & 4/5 Essential agreements

Opening PD

Add data from PPLC for use of POP/Essential Agreements

Class Catalyst

ON-TRACK

Sep 19, 2018

Evidence

See data provided.

ON-TRACK

By opening of school year, the SELf Team will develop a plan to deliver Second Step PD for all teachers so teachers use Second Step curriculum on a weekly basis, with a plan for monitoring and measurement."

Jun 02, 2018 to Sep 14, 2018 - Allison Potter

Status history

28. May

11. Jun

25. Jun

9. Jul

23. Jul

6. Aug

20. Aug

3. Sep

ON-TRACK

Sep 14, 2018

Evidence

Second Step Implementation Plan

Second Step Schedule

Particulars about the schedule/co-teaching still to be decided. Will update with next steps of plan as soon as possible. Teachers informed to start teaching curriculum in the second week of October.

ON-TRACK Sep 11, 2018
Evidence
Google folder: Evidence

NOT STARTED May 21, 2018
Evidence
Plan

ON-TRACK
By the end of September, the SELf Team will deliver Second Step PD to all K-5 teachers so they are prepared to use Second Step Curriculum on a weekly basis, and measured and monitored by SELf team via Learning Walks."

Jun 02, 2018 to Sep 30, 2018 - Allison Potter

Status history



ON-TRACK
Oct 09, 2018
Evidence
Teachers who are new to using the curriculum received training as needed during the week of 9/24/18. Additionally, central office supplied kits were delayed in transit and just received at East campus on 10/9/18.

ON-TRACK Oct 09, 2018
Evidence
Weekly Communication - Week 4, 9/24/18

BEHIND
Sep 14, 2018
Problem
Once we have received curriculum kits from Network office, we will train new teachers and identify teacher leaders who are willing to be observed.
Root Cause
We have not yet had a SELf team meeting. Prior to next weekly communication that goes out, I will set up dates for training sessions.
Next steps
Will share with Cara training session dates to put in weekly communication.

NOT STARTED May 21, 2018
Evidence
Learning Walks

ON-TRACK
On a monthly basis, the SELf team will measure effectiveness of Second Step impact and implementation as measured by behavior section report cards."

Jun 02, 2018 to Dec 31, 2018 - Allison Potter

Status history



ON-TRACK
Oct 09, 2018
Evidence
SELf Meeting Minutes/Agenda
Use SDQ data, Behavior progress reports and utilize behavior section of report cards, and teacher/student self-assessments via Google forms.

NOT STARTED
Sep 14, 2018
Evidence
The SELf team is meeting on Thursday morning, October 4th. At that time, a plan will be discussed for monitoring progress of implementation and measuring effectiveness of the curriculum.

NOT STARTED

May 21, 2018

Evidence

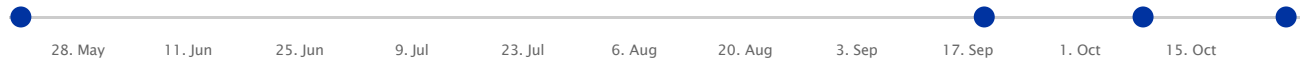
behavior section on report cards

ON-TRACK

By 9/20/18 all teachers will establish academic and behavior classroom essential agreements, with evidence posted in their room, and through student behavior or verbal reports as measured by behavior section report cards."

Jun 02, 2018 to Sep 14, 2018 - John Paul Arellano

Status history



ON-TRACK

Oct 27, 2018

Evidence

All classrooms at Ogden East have Essential Agreements posted. Jp did a walk through and checked each classroom to verify that all were posted.

ON-TRACK

Oct 09, 2018

Evidence

Behavior Progress Reports

At the 5 week progress reporting time, these reports went home with students that have behavior concerns, as well as MTSS letters for behavior and academic interventions.

ON-TRACK

Sep 19, 2018

Evidence

ON-TRACK

May 21, 2018

Evidence

K 6/6 essential agreements (visit)

1st 6/6 essential agreements (focused on the practices)

2nd NEEDS to check essential agreements (discussion about different ways to do)

3rd 6/6 essential agreements w student voice

4th 5/6 essential agreements (we value...positive statements)

Specials 5/6 essential agreements (kudos to Cheng)

Joe to own with JP essential agreements

SPED 4/5 POP & 4/5 Essential agreements

Essential Agreement PD

Essential Agreement Overview

behavior section on report cards

ON-TRACK

By 9/30/18, BHT will monitor and support MTSS Behavior interventions, problem solving, goal setting, and data collection during flex day grade level meetings as measured by teacher sign in. BHT will develop a consistent MTSS Behavior tool (behavior progress report) for teachers to use as a uniform way to collect data and progress monitor as measured by teacher data input in MTSS gradebook."

Jun 02, 2018 to Jun 30, 2019 - Amy Hiller

Status history



ON-TRACK

Oct 09, 2018

Evidence

Common Progress Monitoring Tools for Behavior Data Collection:

Self Assessment: Zones

Self Regulation Data Collection

Classroom Data Collection Tool

Behavior Intervention Data Tracker

ON-TRACK

Oct 09, 2018

Evidence

Regularly scheduled Zones of Regulation interventions in the Owl's Nest are scheduled to begin the week of October 15. Students identify their "zone/color" they are feeling (blue, yellow, red, green) and finding a coping tool to regulate.

ON-TRACK

Oct 03, 2018

Evidence

MTSS Parent Letter

ON-TRACK

Sep 27, 2018

Evidence

MTSS Tracking Tool - All data (SDQ, NWEA, TRC) is being compiled here to determine area of need, goal, intervention and progress monitoring tool that will be entered into MTSS gradebook.

MTSS Meeting Protocol

ON-TRACK

Sep 26, 2018

Evidence

Optional MTSS Data Support Meeting: 3 teachers attended for support in behavior and academic data collection teacher intervention input in MTSS gradebook.

ON-TRACK

Sep 11, 2018

Evidence

Google folder: BHT Agenda/Meeting Notes

ON-TRACK

Sep 11, 2018

Evidence

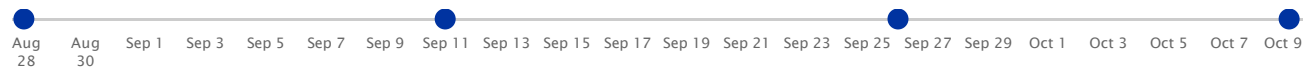
SDQ Master Copy [Universal Screening]

ON-TRACK

On a weekly basis the MTSS Behavior Coordinator / Dean will monitor and support teachers in teaching a replacement behavior for students in Tier 2 or 3, input quantitative data weekly to show how the student is responding to the intervention as measured by MTSS gradebook."

Dec 21, 2018 to Dec 21, 2018 - Cara Kranz

Status history



ON-TRACK

Oct 09, 2018

Evidence

Incident Reports

Student Reflections

ON-TRACK

Sep 26, 2018

Evidence

4 teachers came to the data support meeting this morning. 1 teacher needed support on adding a reading intervention. 1 teacher needed support on goal setting and progress monitoring for behavior interventions related to hyperactivity. 1 teacher needed support with teaching replacement behaviors for the function of escape and another needed support in teaching replacement behaviors for hitting.

Interventions are data driven - add SDQ & MTSS tracking

ON-TRACK

Sep 11, 2018

Evidence

ON-TRACK

Aug 28, 2018

Evidence

Functions of Behavior Training

Replacement Behavior/Functions Cards-BOY PD to teachers & delivered functions of behavior, interventions and replacements to teachers to have in their classrooms as visual reminders

Functions of Behavior and Replacements



ON-TRACK

After-school PD: Train teachers (monthly) to help develop student SEL core competencies through Advisory (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making) During Advisory: Weekly, communicate with students indirectly (e.g. PPT slides, school publications, etc.) or directly (e.g. classroom lessons, focused assemblies, etc) with a focus on Mindful Practices and other research-based SEL strategies. Tier 1 SEL intervention will reduce of students needing tier 2&3 SEL MTSS support (baseline end of the 1st quarter) by 50 % at the end of the 2018-2019 school year."

Jul 27, 2018 to Dec 21, 2018 - Nick Ribaudo

Status history



ON-TRACK

Nov 13, 2018

Evidence

Advisory 11:7:18- Behavior Expectations

ON-TRACK

Oct 30, 2018

Evidence

Advisory 10:31:18- Behavior Expectation Matrix

ON-TRACK

Oct 24, 2018

Evidence

Advisory 10:24:18- Social Harmony & Tolerance

ON-TRACK

Oct 17, 2018

Evidence

Advisory 10:17:18- Anti-Bullying

ON-TRACK

Oct 09, 2018

Evidence

Advisory 10:3:18- Assembly Norms, Student Awards, Announcements

ON-TRACK

Oct 09, 2018

Evidence

Advisory 10:10:18- Anti-Bullying and Social Harmony

ON-TRACK

Sep 26, 2018

Evidence

Advisory 9:26:18- Physical Interactions, Climate and Culture Norms, Consent

ON-TRACK

Sep 19, 2018

Evidence

Advisory 9:19:18- Community Norms

ON-TRACK

Sep 04, 2018

Evidence

Advisory 1st Week- Logistics, Executive Functioning, Team Building

ON-TRACK

Learner Profile: By June 30 form a team to create a year long plan for integration of the learner profile into curriculum, advisory and other facets of the middle years program to be published by August 1, along with a calendar for professional learning, targeted student events and activities that promote one or more traits of the learner profile. Evidence will be collected through the creation of opportunities for students to act and reflect to demonstrate their understanding of each trait as documented through student entries in managebac. Service: By August 1st, plan, publish, and coordinate a calendar of events, activities and curriculum connections for the middle grades that will create opportunities for students to experience service as action (SA) as evidenced through student documentation and reflections in managebac, service connections added to current unit plans, and documented service events."

Jun 02, 2018 to Dec 21, 2018 - William Campillo

Status history

May 21

ON-TRACK May 21, 2018
Evidence
SEL/Advisory folder

A plan for integration of the learner profile has been created and currently in use.

BEHIND
After-school PD: Train all teachers in Restorative Justice practices"
Jun 02, 2018 to Dec 21, 2018 - Laquita Lane and David Castro

Status history



BEHIND
Oct 09, 2018
Problem
The problem is adjusting to new block schedule and current merger which has not allowed enough time to focus on offering Restorative Practice PD's.

Root Cause

Next steps

Will plan to meet with Ms. Viets to host optional PD's at Jenner and West Campus after school within the next few weeks. Castro will also offer optional PD's during grade level meetings throughout the next few weeks.

NOT STARTED May 21, 2018
Evidence
Sign in sheets

ON-TRACK
On a weekly basis FOT/SOT will update the tracker that lists who is off-track. Students not on-track will be directed to tutoring during enrichment period and or during lunch."
Jun 02, 2018 to Jun 22, 2019 - Alfredo Lopez, Matt Baker

Status history



ON-TRACK Nov 19, 2018
Evidence
<https://docs.google.com/document/d/1uDTwFxi4a8SCFNAtGXVvKJngww7B1rWvIQMbfXchhcc/edit#>

ON-TRACK Oct 31, 2018
Evidence
<https://docs.google.com/document/d/1tXx16yHRcpXQy8UJalgD-nkPLEMnOZzwcZcq5LT7Eo/edit#>

ON-TRACK Oct 17, 2018
Evidence
https://docs.google.com/document/d/1fKWSq6wJa4tZoXjDDyRd_rTzmhgtP0eYluPqWDLRyeI/edit#heading=h.29zia5byeih2

ON-TRACK Oct 03, 2018
Evidence
<https://docs.google.com/document/d/1MjwA4tQwcnvQxtpqeaLekws3tN9ejb80mhO2uKWHP4/edit>

ON-TRACK Oct 03, 2018
Evidence
Teachers meet to review

- Review a mission for our team
- Brainstorm initiatives and strategies for keeping all Freshman on Track
- Review and analyze grade, behavior and attendance data and plan necessary interventions

-Solidify next steps and meeting time

ON-TRACK Sep 19, 2018
Evidence
<https://docs.google.com/document/d/1tQPv9btJL1lqahysbBhaRkIVeo4auMLiGizPDIZFC9A/edit#>

ON-TRACK
Attendance team will update tracker on a weekly basis. Attendance incentives will be advertised and used, per the attendance plan, to ensure 95% attendance at each campus."

Jun 02, 2018 to Sep 01, 2018 - Rickie Wright, Dara Davis, Alfredo Lopez

Status history



ON-TRACK Oct 29, 2018
Evidence

ON-TRACK Oct 15, 2018
Evidence

ON-TRACK Oct 01, 2018
Evidence
<https://docs.google.com/document/d/1v7kOBVsg24EZ0mdBehNnxelMXxelr98iNBeDulxIDXg/edit?ts=5bb22ba9>

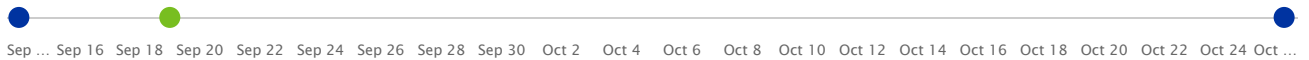
ON-TRACK Sep 12, 2018
Evidence
Meeting and tasks

NOT STARTED May 21, 2018
Evidence
Attendance tracker

ON-TRACK
By 9/1/18 Post Secondary Leadership Team will develop a plan to ensure 100% KPI metrics (FAFSA, 3 or more applications, price calculator, scholarship, financial aid letter)"

Jun 02, 2018 to Sep 01, 2018 - Alejandro Padilla

Status history



ON-TRACK Oct 26, 2018
Evidence
<https://docs.google.com/document/d/1YRzdMPd2X59uERjhOdQrRkDXW6JvZXGQKnhb6KFdTjY/edit?usp=sharing>

COMPLETED Sep 19, 2018
Evidence
<https://drive.google.com/open?id=1chTSsa6ltRHCQIm3hZ7GQT9WgMJVz2ce>

ON-TRACK
Sep 14, 2018
Evidence
First Post Secondary Leadership Team will have first meeting of 2018-2019 school year on Wednesday, September 19, 2018. We will develop plan to ensure 100% KPI metrics: FAFSA, 3 or more college applications, price calculator, scholarship, and financial aid letter. Will update status after first PLT meeting.

ON-TRACK
Post Secondary Leadership team will meet on a monthly basis and update the KPI tracker to ensure 100% KPI metrics (FAFSA, 3 or more applications, price calculator, scholarship, financial aid letter)"

Jun 02, 2018 to Sep 01, 2018 - Alejandro Padilla

Status history



ON-TRACK Oct 26, 2018
Evidence
<https://docs.google.com/document/d/1YRzdMPd2X59uERjhOdQrRkDXW6JvZXGQKnhb6KFdTjY/edit?usp=sharing>

COMPLETED Sep 19, 2018
Evidence
<https://drive.google.com/open?id=1chTSsa6ltRHCQlm3hZ7GQT9WgMJVz2ce>

ON-TRACK
Sep 14, 2018
Evidence
First Postsecondary Leadership Team will have first meeting of 2018-2019 school year on Wednesday, September 19, 2018. Data pulled from Naviance will be used as evidence to track student completion of metrics. The PLT consists of Ms. Witherspoon, Mr. Baker, Mr. Noel, Mr. Menon, Ms. Worley, Ms. Freeman, and Mr. Padilla. We may add some community partners as well. Will update status after first meeting.

ON-TRACK
By the end of the first week of school, departments will confirm a vertically aligned IB Approach to Learning focus for each unit. By the end of the first quarter, course teams will moderate student self-assessments of their individual Approach to Learning goal. By the end of the first quarter, teachers will share out their professional reflections on implementation of the ATL focus to the department as recorded on their unit plan in ManageBac. By the end of the first semester, departments will have moderated two student self-assessments of their individual Approach to Learning goals and teachers will have shared out their professional reflections on implementation of two different ATL focuses as recorded on their unit plan in ManageBac"

Jun 01, 2018 to Dec 01, 2018 - John McGinnis

Status history



ON-TRACK
Oct 19, 2018
Evidence
West Campus PPLC Meeting 10/10. Discussed ATL of self-management and differentiation to meet the needs of all learners. Discussion assignments to department meetings. Agenda is here.

ATL Teacher Team Meeting 10/17. Discussed ATLs in unit planners and how to better integrate ATLs across the curriculum. Agenda is here.

ON-TRACK Oct 05, 2018
Evidence
Baker, McGinnis and Beyer discussed status and progress.

Every PPLC meeting teachers will bring tasks demonstrating how they teach and assess ATL.

Baker will send email to parents once every 2 months sharing and explaining ATL.

ON-TRACK
Oct 02, 2018
Evidence
ATL Team Meeting: We put together a year long goal, a quick win, and action steps. Agenda is here.

PPLC 9/27/18: We reviewed the work for departments to discuss Self Management ATL and provide ideas/evidence Differentiation to Meet the Needs of All Learners ATT. Department leads will note the discussion and SPED department will follow up on the ATT work. Agenda from the meeting is here.

ON-TRACK Sep 13, 2018
Evidence
PPLC Meeting Agenda for 9/12/18 established the ATL of Self-Management for departments.

ON-TRACK May 21, 2018
Evidence
ManageBac

ON-TRACK
All teachers will use a de escalation protocol for all students and a daily one on one check ins with at least one student to ensure student to teacher relationships. If a student does self work in the areas of restoration or self regulation, this work will inform the focus and strategies discussed in the check in. Quarterly classroom assignments for teachers will ensure the daily completion of this work and keep data updated for the BHT. Time frame: This will be reviewed monthly and brought to Behavior/Health."

Sep 10, 2018 to Jun 10, 2019 - John Paul Arrellano

Status history



ON-TRACK

Nov 02, 2018

Evidence

Teachers were given the update to use check ins for students with challenges at lunch and recess. This will also be an intervention added to BHT emails to staff members about specific students. Here is the language used in our weekly Community & Culture Update.

Community & Culture Update

Check ins: Throughout the year we want to continue to revisit and strengthen our core initiatives of the year. The check in is a tool that we can modify and adjust to fit the need. If you have a student that is consistently challenged by lunch and recess, try using the check in sheets before recess. This will allow students to talk through some challenges and game plan for how to make safe choices. Please email Jp for more folders and sheets.

Check in google forms: If you prefer a google form check in, follow these steps:

1. Click appropriate link below.
2. Make a copy of the form so you have your own and responses go to you.
3. Send yourself the link.
4. Bookmark the link so you can access it daily.

Check in K-2nd

<https://docs.google.com/forms/d/1VN9wHIEO1WXb--tLYahq7ofVuySCcl38aJEHfcZIZg/edit>

Check in 3rd & 4th

<https://docs.google.com/forms/d/1P0rUHlx64LWXPEBuT54QdQicjZt-DjxCiklo7IEmZUg/edit>

Rewarding students: If the student returns from recess with a positive report, they can earn a star on their chart. Three stars = a reward that you both decide on. Feel free to use any resources on the resource below. Reward cards are on pages 9-11.

<https://drive.google.com/open?id=1x7DOgZn1xHF4WPxjT71ywonVeZL0PqvZ>

ON-TRACK

Oct 27, 2018

Evidence

Teachers were trained on the de escalation protocol at the beginning of the year. They were also trained and given materials on how to do a daily check in with students. Teachers were also given the option of creating a google form for check ins. The last iteration of this strategy was that we created a survey and assignment to track which teachers were using the check in and with which students so that we could collaborate with next steps.

NOT STARTED

May 21, 2018

Evidence

Verify behavioral data

ON-TRACK

On a weekly basis DCEC will share a summary on culture and climate, including discipline, with Head of School and Principal. Data: Data will include calls for support, recess and lunch incidents, and a plan for support for the week. Time frame: This will be reviewed weekly and brought to Principal and Assistant Principal."

Sep 10, 2018 to Jun 10, 2019 - John Paul Arellano

Status history



ON-TRACK

Nov 02, 2018

Evidence

DCEC has begun adding link to the student check in form to BHT update emails. This way teachers are given the next step to start a recess check in with students who have had multiple incidents at this time. This is a next step because of lower incidents within the classroom and more work needed at recess and lunch.

ON-TRACK

Oct 27, 2018

Evidence

Ogden East DCEC, Jp, has created several means to measure progress in the area of behavior in the school community. Some of these measures are: A

call for support log and reviewing of incident reports daily.

Call for Support Log

We have created a BHT plan template that will support our documentation of next steps of support for students. This plan is copied into an email and sent to all relevant staff members. It is added to after each incident so that we see the progress of supports. The link can be uploaded to MTSS so that documentation is timely and organized.

BHT Plan Template

NOT STARTED

May 21, 2018

Evidence

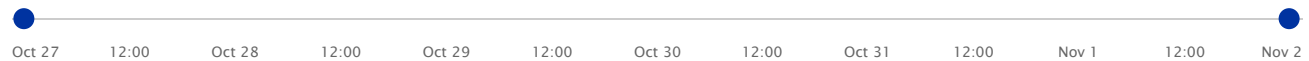
Verify behavioral data

ON-TRACK

On a weekly basis, DCEC will meet with Recess and Lunch staff to go over interventions for specific students. Recess and Lunch will also check in with specific students on a list that is compiled over the year. Right at School will review the check in list daily."

Sep 14, 2018 to Jun 10, 2019 - John Paul Arellano

Status history



ON-TRACK

Nov 02, 2018

Evidence

Lunch & Recess Update for this week: Next steps communicated by DCEC to Right at School staff for their daily meetings.

- **Sectioning off our recess spaces:** After reviewing the recess video for an incident on Friday, I believe the open area outside the cage on the roof can benefit from more structured separate areas. The students are engaged and calm for a period of time and incidents happen towards the end as they lose interest and begin to crowd up. Sectioning off some spaces would minimize the amount of students in pockets and we could designate areas for certain types of movement/activities, enhancing engagement and minimizing unsafe interaction. RAS could discuss and implement 10/29/18.
- **Teaching and communicating:** When students report a problem to coaches or coaches observe/anticipate a conflict/unsafe behavior, they should stop play, pull students, identify a problem and teaching point, and see them through/evaluate if students follow through. For all students with a plan (separated for inappropriate behavior) pull them aside for a brief moment at the start of recess to review what they are working on. I'm getting reports of minimal response to some issues that students then bring to the class afterwards. Also, we have many students with prior incidents and they need to be reminded daily. Ashlyn has been doing this with Zoey and Danalia so having her review this with staff as a protocol for all check in students would be great.
- **Communicating incidents:** All incidents should be radio'd on channel 1 to Jp. Students who are calm and not in danger can remain with the class and Mr. Arellano will follow up with them after recess. Coaches can use the words "Notifying you about an incident with _____. No need for pick up." If it has to do with the word "gay" please have them say "language incident". This is just so I can follow up same day not necessarily in that moment.
- **Behavior Matrix:** We want Right at School to determine when a class has mastered the cafeteria and recess portion of the matrix. This will be a detailed way for the staff to evaluate classrooms. We can talk about how to make this feasible I know it might be a challenge.
- **Separated students:** Please assign separated students for each space and grade level. New separated students in 3rd and 4th grade are highlighted in green after incidents on Friday.
- **Classroom visits:** I'll be going to all 3rd and 4th grade classes to discuss sexual harassment and hitting/code of conduct this week so students have a heads up on what we've been seeing and hearing and what the consequences will be.

https://docs.google.com/document/d/1bEhNGP6cp1dMFRSN-ZJVLkiBsSw_bpGvjLzQpOAnKSE/edit

1) Clearly define and cone off separate areas for students who need space from others. I see the playground one but can't see the roof one.

2) Please section off new areas on both locations for recess. Preview it with each class. Students must pick an area and not cross cones. Space makes students feel ore calm.

Playground

- By flower bed on playground, create a column of space between classrooms and the spongy floor of playground area.
- cone off area by benches and recess gate.

Roof

Hold students to it and see if it needs adjustments

ON-TRACK

Oct 27, 2018

Evidence

DCEC created a check in document that is updated daily by Right at School staff and Ogden's DCEC to list students who need check ins with staff, accomodations/restrirctions. Safety plans for students are included, spacial separation, modified recess activities and check in check out conversations daily. DCEC and RAS lead meet one on one daily to make adjustments.

BEHIND

By the 5 week progress mark, all classrooms will have gone through the certification process for the Behavior Expectation Matrix as measured by the matrix posted outside the classrooms and tracked by administration."

Aug 27, 2018 to Oct 05, 2018 - John Paul Arellano Cara Kranz

Status history



BEHIND Oct 08, 2018
Problem
Root Cause
Next steps

COMPLETED Oct 05, 2018
Evidence

ON-TRACK

By the 25 week progress mark (5 weeks into 2nd semester), all classrooms will have gone through a 2nd certification process for Behavior Expectation Matrix as posted outside the classrooms and tracked by administration."

- John Paul Arellano Cara Kranz

Status history



ON-TRACK

Oct 27, 2018

Evidence

This is our communication to staff about next steps for our behavior matrix. Delegating the evaluation of the matrix for each class to class room teachers and right at school staff allows the ownership to be in the hands of leaders of respective spaces, making it more feasible to manage and more relevant to students. Here is our update in this week's community and culture update (sent out weekly by Jp).

Behavior Matrix: Behavior Matrix Sheets will be returned to your classrooms this week. Thank you for all Please see adjusted next steps for our behavior matrix below:

- Teaching, Evaluating, and Checking off: Many of you have taught and reviewed various sections since the beginning of the school year. Take a couple days to observe these areas and once you feel like your class has mastered them, place a check mark on that specific section of the matrix.
- Completing and Rewarding each column: Once you have checked off each section of a column, email Cara, Allison, Brendan, and Jp so we can organize a 20 minute free recess for your class. Each class will receive free recess for each column they master.
- Drills/Events: This column will be checked off and deemed completed by Mr. Arellano.
- Recess/Cafeteria: These columns will be checked off and deemed completed by Right at School.
- Thank you for continuing to use morning meeting and SEL instructional time to reflect on any areas that still need improvement.
- Behavior Matrix

ON-TRACK

BHT will monitor the reports from teachers and determine student and teacher needs based."

Oct 02, 2018 to Apr 26, 2019 - Kishasha Williams-Ford

Status history



ON-TRACK

Oct 09, 2018

Evidence

Created tracker last week: https://docs.google.com/spreadsheets/d/1hHWaR81N9MEbnNXDq0ITP4Wu8aYa1AjywQLM_ui6Ygc/edit#gid=939113393

Will review each week.

Tripp, Ribaldo, and Ford will attend the East Campus BHT next week to see how their's works.

ON-TRACK

Oct 09, 2018

Evidence

BHT tracker: https://docs.google.com/spreadsheets/d/1hHWaR81N9MEbnNXDq0ITP4Wu8aYa1AjywQLM_ui6Ygc/edit#gid=939113393

We are creating a school climate that includes Social Emotional Learning (SEL) using the Class Catalyst program of student "check-in" and teacher monitoring. Students will be able to gauge their own social/emotional state and let their teachers and administrators know by "checking-in" using either

computers, strategically placed iPads around the building or their own SmartPhone. This will be related to our MTSS practice and hopefully will lead to less Tier 2 and 3 referrals as well as less BHT referrals, as well."

- Steve Noel

Status history

Strategy 2

ON-TRACK

For BOY PD, teachers will receive and be trained on Teaching and Learning Guidelines to guide practices at East Campus, as measured by the PD sign-in and training decks. For PD throughout the school year, teachers will be retrained and updated on Teaching and Learning Guidelines to guide practices at East Campus, as measured by the PD sign-in and training decks."

Jun 02, 2018 to Sep 01, 2018 - Cara Kranz

Status history



ON-TRACK

Oct 08, 2018

Evidence

PRIORITY GOALS OF THE WEEK

- Start of Second Step schoolwide in homerooms
- Re-familiarize with Teaching & Learning Guidelines
- Thinking ahead to Q1 Report Cards, in five weeks, enter 1 grade, per week per subject. If a student is not in the classroom due to absences or behavior, the grade should reflect. If Tier 2 or 3, student's grades should also reflect.

ON-TRACK

Oct 08, 2018

Evidence

PRIORITY GOALS OF THE WEEK

- Start of Second Step schoolwide in homerooms
- Re-familiarize with Teaching & Learning Guidelines
- Thinking ahead to Q1 Report Cards, in five weeks, enter 1 grade, per week per subject. If a student is not in the classroom due to absences or behavior, the grade should reflect. If Tier 2 or 3, student's grades should also reflect.

ON-TRACK

May 21, 2018

Evidence

Teaching & Learning Guidelines

sign-in and training decks

COMPLETED

Four times a year, teachers will peer observe, either through Learning Walks where peer observations will collect data. Schedules will be by the PYP Coordinator."

Jun 02, 2018 to Jul 20, 2019 - Sara Ivory

Status history



COMPLETED

Oct 11, 2018

Evidence

Learning walks have all been scheduled for the year and they are taking place as planned. Notes can be found here. These notes are shared with all staff

through Google Classroom.

ON-TRACK Oct 03, 2018
Evidence
Grade level teams (K-4) have selected the focus for Q1 Learning Walks that are scheduled for next week.
Question: Are we including G5?

ON-TRACK
Sep 26, 2018
Evidence
Quarterly Learning Walks have been scheduled. They will take place during team meetings the weeks of October 9, November 26, March 4 and April 22.

BEHIND
Sep 12, 2018
Problem
We need to schedule these still. Twice a month is not feasible during team meetings at East since we only meet 4 times each month but we could create some optional Learning Walks again still and have those happen twice a month.
Root Cause
The beginning of the year has been crazy busy and this is one of many systems being set up all at one time.
Next steps
Sara will speak to Cara to clarify how this every other week schedule might look.

NOT STARTED May 21, 2018
Evidence
Peer observations

ON-TRACK
By 9/30/18 PPLC will develop agenda and schedule grade level or flex day PD on flexible grouping and progress monitoring as measured by teacher sign in."
Jun 02, 2018 to Sep 01, 2018 - Amy Hiller, Matt Baker, John McGinnis

Status history



ON-TRACK Oct 03, 2018
Evidence

ON-TRACK Oct 02, 2018
Evidence
PPLC 9/27/18: Discussed grade level department PD. Agenda from meeting here.

ON-TRACK
Sep 13, 2018
Evidence
PPLC Meeting Agenda for 9/12/18 and the West Campus Instructional Focus 2018 - 2019. Discussed Flex Day agendas for course of the school year.

ON-TRACK May 21, 2018
Evidence
BOY PD - Workshop Model
Sign in sheets

ON-TRACK
Every 6 weeks, grade level teams will analyze fidelity and effectiveness of workshop model, flexible grouping, MTSS academic interventions and progress monitoring to drive instructional practices and decisions as measured by student data including NWEA, TRC, DIBELS, MTSS gradebook, formative ELA assessments and student work."

Jun 02, 2018 to Sep 30, 2018 - Amy Hiller

Status history



ON-TRACK Oct 09, 2018
Evidence

K/1 TRC BOY Data

K/1 TRC BOY Data by Teacher

ON-TRACK

Oct 09, 2018

Evidence

MTSS Logging Tool: Academic Progress Monitoring

ON-TRACK

Oct 03, 2018

Evidence

ON-TRACK

Sep 26, 2018

Evidence

ELA - look at student work (RL.2.1 formative assessment) - all 2nd grade teachers brought previously agreed upon student work to analyze and discuss to determine next steps for instruction. Teachers shared post-its with questions that their students asked before, during and after reading a book of choice during the independent reading component of reading workshop. Another teacher brought a "thick and thin" anchor chart to share with team members.

ON-TRACK

Sep 26, 2018

Evidence

G4 ELA leads planned reading and writing workshop unit 1 with mini lesson topics, beginning with the Lucy Calkin's pre-assessment for RL.4.1 (Question 1) Teachers reviewed the results of the pre-assessment to determine area of need and next steps for teaching inferencing using text based evidence and prior knowledge.

G4 Writing Unit 1-Team added scope and sequence for language standards

ON-TRACK

Sep 11, 2018

Evidence

ELA Lead Agenda/Notes

ELA GL Unit Planning

ON-TRACK

May 21, 2018

Evidence

Student Data Review Protocol - NWEA, TRC, DIBELS, MTSS gradebook, formative ELA assessments and student work

3rd GL Team Agenda - Notes

2nd GL Team Agenda - Notes

4th GL Team Agenda - Notes

K GL Team Agenda - Notes

1st GL Team Agenda - Notes

ON-TRACK

By 9/10/18 all teachers will participate in PD on the Reading and Writing Workshop model as measured by the attendance of the PD."

Jun 02, 2018 to Sep 10, 2018 - Amy Hiller

Status history



ON-TRACK

Sep 27, 2018

Evidence

GK ELA Planning Protocol - learning outcomes, standard and assessment. Team read Lucy Calkins and Park Hill Unit 1 together to plan for mini lesson topics and formative assessments.

K Reading Unit 1

ON-TRACK

Sep 27, 2018

Evidence

G1-ELA Planning Protocol - learning outcomes, standard and assessment. Team read Lucy Calkins and Park Hill Unit 1 together to plan for mini lesson topics and formative assessments.

G1 Reading Unit 1

G1 Getting Ready RW

ON-TRACK

Sep 27, 2018

Evidence

G2, G3, G4 ELA Planning Protocol - learning outcomes, standard and assessment. Team read Lucy Calkins and Park Hill Unit 1 together to plan for mini lesson topics and common formative assessments.

G2 Reading Unit 1

G3 Reading Unit 1

G4 Reading Unit 1

ON-TRACK

Sep 11, 2018

Evidence

BOY PD - Workshop Model

NOT STARTED

May 21, 2018

Evidence

Sign in sheets-BOY PD

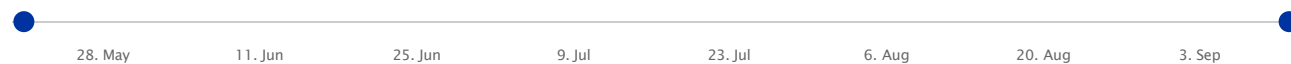
ELA leads are creating a survey for teachers to fill out regarding Reading and Writing Workshop PD on November 2 from <http://www.stephanieharvey.com> Stephanie Harvey Consulting

ON-TRACK

By 12/1/18 the PPLC will examine the fidelity of Reading/Writing workshop implementation and adoption with the goal of 100% of teachers using this model as measured by walk through tools/checklists."

Jun 02, 2018 to Dec 01, 2018 - Amy Hiller

Status history



ON-TRACK

Sep 11, 2018

Evidence

ELA leads met to review and create unit plans for reading and writing workshop which are linked in the scope and sequences below. ELA leads created detailed lesson plans and common assessments based on standards.

Reading Scope and Sequence

Writing Scope and Sequence

ON-TRACK

May 21, 2018

Evidence

Reading Workshop Checklist

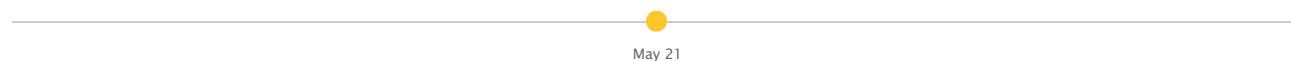
Writing Workshop Checklist

BEHIND

Jenner Campus: By September 1st the PPLC will identify, research, and plan professional learning to implement an inquiry based powerful practice for MYP subject groups as evidenced through the creation of an MYP professional learning calendar for teachers and a change in learning experiences planned for students as documented in unit plans and observed through classroom visits."

Jun 02, 2018 to Jun 15, 2019 - William Campillo

Status history



BEHIND

May 21, 2018

Problem

Jenner PPLC Agendas/Notes

PPLC had first meeting, teacher team representatives have begun working with their teams to identify a problem of practice that will be discussed further in PPLC meeting on September 26th

Root Cause

Original timeline was not realistic. We had no PPLC at the Ogden Jenner Campus.

Next steps

Revise timeline.

COMPLETED

Department Meetings: By September 1st teachers will create plan to facilitate professional learning on powerful practices and approaches to teaching and learning (ATL), supported through collaborative peer observation and feedback protocols, to develop teaching practice and initiate schoolwide implementation of inquiry based methods of instruction documented through peer debrief notes, classroom observation notes, unit plans and teacher reflections in manglebac"

Jun 15, 2019 to Jun 15, 2019 - John McGinnis, Matt Baker

Status history



COMPLETED

Oct 19, 2018

Evidence

Completed. Please see West Campus Instructional Focus here.

ON-TRACK

Oct 02, 2018

Evidence

PPLC Agenda 9/27/18: Discussed professional learning of ATLs and CBG. Agenda here.

DP Team has an established observation protocol, schedule, and form for collecting data. Information is located here.

ON-TRACK

Sep 13, 2018

Evidence

PPLC Agenda for 9/12/18 established Self-Management as first ATL focus.

ON-TRACK

May 21, 2018

Evidence

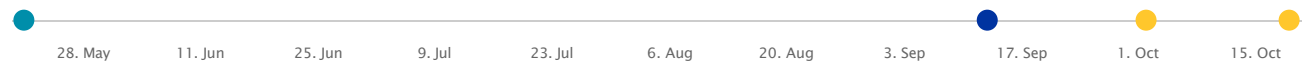
peer debrief notes, classroom observation notes, unit plans and teacher reflections in manglebac

BEHIND

By 10/1/18 DP Coordinator will pair every DP teacher with a colleague in another IB school, and plan for each teacher to visit the partner teacher at their school/or host the partner teacher at our school for a day before the end of first quarter."

Jun 02, 2018 to Sep 01, 2018 - John McGinnis

Status history



BEHIND

Oct 19, 2018

Problem

We do not have relationships with other IB programmes.

Root Cause

The IB coordinators meeting was cancelled and still has yet to be rescheduled. Will also need funding to cover for substitutes.

Next steps

Started a peer observation protocol at Ogden. Will wait for instructions of a future coordinators meeting.

BEHIND

Oct 02, 2018

Problem

Logistical planning and substitute coverage.

Root Cause

The DP coordinator is new and does not have established relationships with other IB DP schools yet. The district DP coordinator meeting was cancelled and not rescheduled. It is also unclear how we will pay for substitute coverage.

Next steps

We will begin with peer observations at Ogden. Information on these observations can be found here.

ON-TRACK

Sep 13, 2018

Evidence

Discussed observation plan with teachers and allowed them to select possible schools to visit. Noted choices on BOY Course Team Meeting Spreadsheet.

NOT STARTED May 21, 2018
Evidence
Debrief notes

NOT STARTED
Before the end of first semester, the DP coordinator will meet with each DP teacher to debrief about their visit at the other school and record best practices, questions, ideas and takeaways."

Jun 02, 2018 to Jan 21, 2019 - John McGinnis

Status history



NOT STARTED May 21, 2018
Evidence
Debrief notes

ON-TRACK
On a Monthly basis teachers will peer observe one Ogden DP colleague for one class to collect evidence of implementation of Principles and Practices including: Interdisciplinary connections, TOK connections, International Mindedness, IB Learner Profile connections and/or ATL practices. Evidence of peer observations will be collected."

Jun 02, 2018 to Dec 28, 2018 - John McGinnis

Status history



ON-TRACK Oct 19, 2018
Evidence
Discussed the observation protocol with DP teachers at the DP Team meeting on 10/9. Agenda is here.
Observation protocol/schedule is here.
Survey and results are here.

ON-TRACK Oct 02, 2018
Evidence
Peer observation schedule and data collection tool have been designed. Will discuss with DP teachers at the next team meeting on 10/9/18. Peer observation schedule is here.

ON-TRACK Sep 13, 2018
Evidence
Meeting with Mr. Baker to set plan in place before October 1st.

NOT STARTED May 21, 2018
Evidence
Evidence of peer observations will be collected

COMPLETED By 10/1/18 DP Coordinator will create a plan for peer observation"

Oct 03, 2018 to Oct 03, 2018 - John McGinnis

Status history



COMPLETED Oct 02, 2018
Evidence
Plan for peer observation is here.

ON-TRACK Sep 13, 2018
Evidence
Discussed observation plan with teachers during BOY meetings.

ON-TRACK

By 10/15/18 Each HS department chair will discuss cognitive demand and equitable access with departments and develop next steps for increasing cognitive demand and equitable access."

Sep 26, 2018 to Oct 15, 2018 - Oz Torres, Kelsey Strait, Earl Johnson, Alan Allmen

Status history

Sep 27

ON-TRACK

Sep 27, 2018

Evidence

The Individuals & Societies department meeting on Thursday, September 27th, 2018 had as an agenda item the Network PD that was attended by the department chair the day before. The chair went over the progression in Network foci from last years' Authority, Agency & Identity, to this year's cognitive demand & equitable access to the content, and next year's focus on assessment. Teachers were given specific ideas about how to increase cognitive demand and equitable access by focusing on student buy-in created by in-depth knowledge of students. For the social sciences, the inquiry cycle has many opportunities where the interests, knowledge and background of students can impact the proceedings of what is being taught in the classroom. Valuable tools were shared with the department around the Illinois Social Science Standards and how the pedagogical shifts contained therein coincide with the instructional focus of the network on cognitive demand and equitable access to the content.

ON-TRACK

By 10/15 all 5th-8th grade level teams will have a strategy for looking at student work, focused on writing across the curriculum, in grade level teams, to determine instructional moves/changes."

Sep 01, 2018 to Oct 15, 2018 - William Campillo

Status history

Oct 9

ON-TRACK

Oct 09, 2018

Evidence

Teachers meet weekly to discuss student work using protocols. Notes and agendas can be found in the folder linked here.

Grade level Meetings Folder

We have created a Family and Community Team (FACE) which intends to bring in members of our learning community to meet with our students to discuss and mediate about their careers. This will be helpful to our students to hear life stories about college and careers from those individuals who have lived the experiences. This will hopefully inspire some of our students to pursue careers that they may never have known about and to further increase our senior class college acceptance rates."

- Steve Noel

Status history

Teachers will examine data on priority groups and achievement gap at Ogden, then learn from a colleague how to partner with families of color, and then reflect on their own practices to ensure they are not allowing biases to prevent them from reaching out and partnering with families of students of color."

Oct 29, 2018 to Nov 02, 2018 - Cara Kranz

Status history

Strategy 3

COMPLETED

By 9/1/18 PYP Coordinator will create a scope and sequence for weekly grade level meetings, which will include intentionally looking at student work from daily or weekly formative assessments to discuss and align grading practices to IB Standards and Practices, ensuring teachers are following scope and sequences, ensure a consistently high level of cognitive demand by aligning Command Terms and DOK for summative assessment."

Jun 02, 2018 to Sep 01, 2018 - Sara Ivory

Status history



COMPLETED

Dec 03, 2018

Evidence

Weekly meetings continue to focus on planning aligned to the scope and sequence documents. Student work is looked at during grade level team meetings and PLLC. Command terms and DOK are used when planning summative assessments. Plans are in place to continue these processes all year.

ON-TRACK

Nov 19, 2018

Evidence

We are still following weekly scope and sequence for team meetings. Learning Walks for Q2 are next week, with a focus on looking for inquiry learning (in preparation for our IB evaluation visit Dec. 10-12). The following week we will plan for the next units, including using the DOK and command terms to update summative assessments.

ON-TRACK

Oct 25, 2018

Evidence

In all team meetings teachers have consistently looked at student work, discussed grading practices, and aligned summative assessment tasks to Command Terms and DOK.

We are continuing to check in about scope and sequences to ensure that all teachers are following or adjusting them where needed.

ON-TRACK

Oct 03, 2018

Evidence

ON-TRACK

Oct 03, 2018

Evidence

All K-5 teams looked at student thinking/work this week in grade level teams. They plan to look at student work or data every week all year.

ON-TRACK

Sep 26, 2018

Evidence

Grade level teams have begun sharing student work in each meeting to align practice, assess the effectiveness of instruction and plan next steps.

ON-TRACK

Sep 12, 2018

Evidence

The detailed planning protocol for team meetings has been used already. This includes opportunities to discuss Scope and Sequence alignment, DOK and IB Command Terms, and summative assessment plans. We have not yet looked at student work but plan to do so in our reflection, ELA and math meetings.

NOT STARTED

May 21, 2018

Evidence

meeting agenda and minutes

ON-TRACK

By September 1st MYP Coordinator will create a scope and sequence for weekly team meetings, which will include intentionally looking at student work from daily or weekly formative assessments, discussing and aligning grading practices to IB Standards and Practices, ensuring teachers are following scope and sequences, and ensuring a consistently high level of cognitive demand by aligning Command Terms and DOK for summative assessments."

Jun 02, 2018 to Jun 15, 2019 - William Campillo

Status history



ON-TRACK

Sep 20, 2018

Evidence

Grade level meeting agendas & notes

Weekly team meetings are focused on planning and instruction beginning with scope and sequence then continuing with unit planning and lesson planning. Each team will be creating a unique scope and sequence focused on student learning that is appropriate for their team. IB requirements are integrated into discussion about planning. Looking at instruction and student work will follow

ON-TRACK

Beginning in September and continuing through the school year the MYP coordinator will work with teachers to organize and/or facilitate team meetings and include agenda and notes in evidence link."

Jun 02, 2018 to Jun 15, 2019 - William Campillo

Status history



May 21

ON-TRACK

May 21, 2018

Evidence

Grade level meeting agendas & notes

COMPLETED

During the 2018 summer, the Criterion Based Grading team will create a protocol for departments to use to align their grading practices to the Assessment Policy."

Jun 02, 2018 to Sep 01, 2018 - Sara Levinstein

Status history



Aug 20

COMPLETED

Aug 20, 2018

Evidence

Here is a handout that teachers used and discussed during the August 29 PD to align their grading practices and gradebook to the Assessment Policy.

Here is a protocol that teachers will use to write summative assessment rubrics aligned to the philosophies of CBG, the Assessment Policy, and IB.

ON-TRACK

In department meetings, teachers will participate in monthly PD on the Approaches to Learning as outlined by IB. At the end of first quarter, teachers will share out a goal for implementation of an Approach to Teaching in a second quarter unit. At the end of second quarter, teachers will share reflections as recorded in their unit planner on ManageBac based upon their implementation of their targeted Approach to Teaching method and set a goal for spiraling this method with their next approach to teaching skill."

Aug 03, 2018 to Jan 21, 2019 - John McGinnis

Status history



28. May 11. Jun 25. Jun 9. Jul 23. Jul 6. Aug 20. Aug 3. Sep 17. Sep 1. Oct 15. Oct

ON-TRACK

Oct 19, 2018

Evidence

During the PPLC Meeting on 10/10 the department meeting plan for the next two weeks was shared. A focus on differentiation to meet the needs of all learners and self-management were focused upon. The agenda is here.

ON-TRACK

Oct 02, 2018

Evidence

During the PPLC meeting on 9/27/18 the ATL of Self Mangement and the ATT of Differentiation to Meet the Needs of All Learners was discussed. Next steps for department meetings were discussed. Agenda is here.

ON-TRACK

Sep 13, 2018

Evidence

PPLC Agenda for 9/12/18 planned for department meeting discussions on Self-Management ATL.

ON-TRACK May 21, 2018
Evidence
ManageBac

COMPLETED

By September 4, 2018, all teachers in the MYP program will have participated in day-long summer professional development on Criterion-Based Grading (CBG). The morning session will be on learning what effective CBG looks like and the afternoon session will be for course/department teams to begin planning units using CBG."

Jun 01, 2018 to Sep 04, 2018 - Sara Levinstein

Status history



Aug 29

COMPLETED Aug 29, 2018
Evidence

Here is the powerpoint from the PD on 8-29-18.

There are hard copy exit tickets that will be uploaded as soon as I scan them.

MYP Coordinator will lead review of Unit Planners using a checklist aligned to the MYP Unit Planner Rubric. Every teacher will receive feedback and personalized support on UbD and MYP expectations."

Sep 01, 2018 to Apr 30, 2019 - William Campillo

Status history

NOT STARTED By January 25, 2019, all teachers will have a summative, criterion-based assessment that is aligned to MYP or DP rubrics."

Oct 17, 2018 to Jan 25, 2019 - Sara Levinstein

Status history



Oct 10

NOT STARTED Oct 10, 2018
Evidence
Meeting agendas

ON-TRACK Oct 10, 2018
Evidence

Strategy 4

ON-TRACK

By 11/1/18, DAT will create an updated mission for the year including evaluating school culture and climate, planning for more inclusive teaching strategies and updating the written curriculum to improve inclusivity. By 12/1/18 DAT will create plan to evaluate culture and climate."

Jun 02, 2018 to Nov 01, 2018 - Diversity Director TBD

Status history



28. May 11. Jun 25. Jun 9. Jul 23. Jul 6. Aug 20. Aug 3. Sep

ON-TRACK

Sep 12, 2018

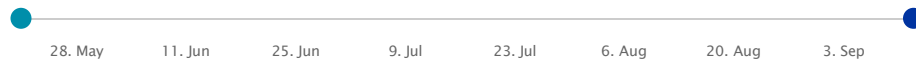
Evidence

East campus DAT is meeting for the first time on September 18th, which should put us on track to determine a new leader and update our mission for this year.

NOT STARTED May 21, 2018
Evidence
Culture and climate plan

ON-TRACK By 12/1/18 DAT will create plan to evaluate teaching strategies and determine next steps to improve inclusivity."
Jun 02, 2018 to Dec 01, 2018 - Diversity Director TBD

Status history



ON-TRACK Sep 12, 2018
Evidence
East Campus DAT will meet on September 18th to begin these discussions.

NOT STARTED May 21, 2018
Evidence
Teaching strategies

ON-TRACK By 12/1/18 DAT will create plan to evaluate the written curriculum and determine next steps to improve inclusivity"
Jun 02, 2018 to Dec 01, 2018 - Diversity Director TBD

Status history



ON-TRACK Sep 12, 2018
Evidence
East Campus DAT will meet on September 18th to begin these discussions.

NOT STARTED May 21, 2018
Evidence
Audit of curriculum

NOT STARTED
By Tuesday, September 4th, 2018, the Diversity Community will create plans to organize and host events to build inclusivity of all families, with a calendar of monthly events to celebrate a wide range of diversity events (race, culture, gender, language, religion, ability, etc.) to foster a spirit of inquiry, inclusion, collaboration, growth, global mindedness, health and well-being."

Jun 02, 2018 to Sep 04, 2018 - Jelanie Semmes

Status history



NOT STARTED May 21, 2018
Evidence
Calendar of events

NOT STARTED By 10/1/18 Subcommittees will be established to lead specific diversity and inclusion initiatives as determined by AMID survey results."
Jun 02, 2018 to Oct 01, 2018 - Michael Beyer

Status history



NOT STARTED May 21, 2018
Evidence
Subcommittee agendas and minutes

NOT STARTED
Using monthly surveys and/or team interviews that contain a set of questions about the status of implementation of inclusive practices, DAT will create a chart that communicates findings to be presented at FLEX meetings during the 1st semester of the 2018_2019 school year. After gathering a semester's worth of

data on the culture and climate of inclusive practices at Ogden, DAT will identify most commonly communicated barriers to inclusive practice and develop an action plan to address these barriers by the end of the 2018_2019 school year."

Jun 02, 2018 to Jan 06, 2019 - Nicole Marquez

Status history

May 21

NOT STARTED

May 21, 2018
Evidence
Survey data

Teachers will examine data on priority groups and achievement gap at Ogden, then learn from a colleague how to partner with families of color, and then reflect on their own practices to ensure they are not allowing biases to prevent them from reaching out and partnering with families of students of color."

Oct 29, 2018 to Nov 02, 2018 - Cara Kranz

Status history

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

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

This will be accomplished over the summer in a forum open to all parents, and mid-year in a second forum. Each forum will be led by administration.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

This will be accomplished at the initial LSC meeting, and reiterated in monthly emails from the principal to all stakeholders. The projected date of our annual meeting and organizational meeting is September 15th, 2018.

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

Administration is always available for immediate scheduling of meetings with parents. Administration regularly facilitates meetings between teachers and parents.

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

This will be done via our website, monthly emails from the principal, and in fliers home, during the State of the School presentation, and in reports to the LSC.

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.

We send letters home, and via email to lists of parents in the class, when this is applicable.

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

This is accomplished during school tours, open houses, parent nights, and via the state of the school presentation.

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.

Clerks, counselors, case managers, and IB Coordinators are all trained to work with parents to ensure they have access to information, resources, and materials and 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.

Faculty and staff share best-practices of working with parents and families. New teachers receive a mentor who is well-versed and successful in working with parents. We will have a parent serve as a parent volunteer coordinator to ensure strong, collaborative ties develop between all parents and staff.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

We do not have preschool or any of these programs at Ogden. However, all grade levels have meetings with parents and share strategies on how to help support their children.

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.

Administration reviews all letters home to parents. All teachers that send emails to parents cc administration so they can review and suggest revisions for communication.

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.)

Ogden provides a world-class education to students who will become leaders of change within the global community in the 21st Century. Ogden has a commitment to provide a distinctive, high-quality international education which cultivates intellectual inquiry and global engagement.

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.

Per the official CPS calendar.

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 a progress report each quarter, and a report card each quarter. Parents will also receive middle-of-the-year and end-of-the-year reports on reading and math scores from the NWEA test.

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

Parents can schedule meetings with staff before and after school, and during school depending on the teacher's schedule.

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

Parents can volunteer to be room parents, tutors, and support the main office. Parents do so by contacting the teacher and the principal and complete the CPS volunteer process. Parents can volunteer at almost any time of the day depending on their availability. Observations have to be scheduled through the principal.

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

Parents will assist their children's learning by ensuring 96% or better attendance, by minimizing tardiness, by ensuring homework and projects are complete, by ensuring students study for assessments, and by ensuring students are prepared for school by sleeping at least 8 hours and getting healthy meals.

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

Parents will consult with the school during parent conferences, and during scheduled meetings as needed, about any issue the school, teacher, student, or parent might have a concern about.

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 will share responsibility for improved academic achievement by coming to school on time, by maintaining an attendance record of 96% or better, by coming to school and class with all required materials and completed assignments, by maintaining a positive attitude at all times, and by requesting a meeting with teachers or administration if they have a concern.

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.

Goal: To increase parent involvement, trust, and satisfaction with school.
 Timeline: Monthly meetings organized by EL Lead Teacher and PAC coordinator, and attended by at least one administrator
 Training Topics: homework; academic achievement; transition to kindergarten; transition to middle school; transition to high school; transition to college; college application and FAFSA; support for diverse learners; support for English Language Learners

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.	\$ 200 .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.	\$ 300 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .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)	\$ 1000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 250 .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.	\$ 1000 .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.	\$ 1000 .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
----	--------	-----