



Mary Lyon Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
02/07/2018	Principal Advisory Team: Mr. Jackson, Mr. Velazquez, Ms. Rodriguez, Ms. Moran, Ms. Johnson, Mr. Murphy, Ms. Milano	CIWP: NWEA Middle of the Year Data Analysis for CIWP Achievement Goals
02/14/2018	Principal Advisory Team: Mr. Jackson, Mr. Velazquez, Ms. Rodriguez, Ms. Moran, Ms. Johnson, Mr. Murphy, Ms. Milano	CIWP: NWEA student Goal Setting Plans
02/02/2018	Culture and Climate Committee: Ms. Getzendanner and Ms. Todd Culture and Climate Committee	Revising CIWP Goals for My School My Voice
03/12/2018	ILT: Mr. Segreti, Ms. Theall, Ms. Maguire, Ms. Smuda, Ms. Martinez, Ms. Romero	CIWP Data Analysis and Grade Analysis
03/21/2018	LSC: Ms. Na Farfan, Mr. Segreti and LSC Members	CIWP: Survey Re-Distributed School Effectiveness Framework in relationship to Network 3 walk Thru
02/14/2018	Grade Level Meetings: Mr. Segreti, Ms. Theall, Ms. Maguire, Ms. Smuda, Ms. Martinez, Ms. Romero	CIWP: My School My Voice - Network 3 PD on building trust across the organization
02/14/2018	PAC: Ms Diaz, Ms. Johnson	CIWP: Meeting to discuss reading goals and strategies with parents
03/14/2018	PAC: Ms. Diaz, Ms. Moran	CIWP: Meeting to discuss math goals and strategies with parents
02/12/2018	ILT: Mr. Segreti, Ms. Theall, Ms. Maguire, Ms. Smuda, Ms. Martinez, Ms. Romero	CIWP: Meeting to Discuss CIWP Needs and 20th On Track Data

04/02/2018

ILT: Mr. Segreti, Ms. Theall, Ms. Maguire, Ms. Smuda, Ms. Martinez, Ms. Romero

CIWP: School Excellence Framework Items: Grades, On-track, Mentoring Teacher Expectations

04/03/2018

Grade Level Meetings: Mr. Segreti, Ms. Theall, Ms. Maguire, Ms. Smuda, Ms. Martinez, Ms. Romero

CIWP: Teacher expectations for Diverse Learning

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

Network 3 has given us SQRP Data to establish goals for our students, based on state and national tests. We evaluate all test data as it is received in order to formulate goals, priorities, and the School Effectiveness Framework as needed. We measure college and career readiness by the rate of acceptance to selective high schools and NWEA test data. Teachers analyze NWEA and ACCESS assessment data both individually and in groups with school administration. Teachers then actively engage students in setting goals and driving day to day classroom instruction. Principal progress monitors school goals.

The principal and assistant principal are addressing the vision for instructional best practice and have established a protocol for team meetings and a chain of command for communication at Lyon. The Instructional Leadership Team and Grade Level Lead Teachers, in their leadership capacity, disseminate information to their peers and report back to the administration. Teachers attend meetings where they are in-serviced on NWEA and ELA / math data analysis specific to their students where they can build their capacity in analyzing data and using this information to influence their instruction. When an instructional or school level need is discovered, the administration identifies a staff member who generates an action plan for the need and approves it with the principal. Based on feedback from the administration, the action plan is supported and revised as needed. Monitoring and coaching takes place with the teacher regularly regarding the plan. The entire faculty and staff are invested in the success of the school through leadership or participation in the following areas, including (but not limited to):

- \*Principal Advisory Team and ILT membership - provide professional development to staff on various topics based on the needs of the school. These groups exam data areas where deficits are noted to refocus school initiatives to improve student achievement.
- \* Grade/Subject Chair/Team - relay information and give guidance to teacher teams both vertically and horizontally.
- \* Literacy Coach - provides professional development and one on one coaching as needed. Based on grade level communication between principal and lead teachers, a need has brought forth regarding vertical curricular alignment that may require a redefinition of this position to Instruction Curriculum and Data Assessment Coordinator.
- \* MTSS Coordinator - continues to have a positive effect on Diverse Learning Program and helps the teachers work through the MTSS process by setting data collection and intervention timelines.
- \* Lyon also participates RDA Cohorts to help resolve ISBE Focused Monitoring
- \* Committee chair/member of various in-house groups, i.e. PPLC, Fine Arts, social, etc.
- \* Mentor teacher - provides a veteran teacher as a thought partner to a new teacher at Lyon. Mentor teachers also provide guidance and a supportive ear to teachers of a new grade level or subject. A concern noted by ILT to revise Lyon's mentoring program.
- \*Faculty members reach out to families and encourage parents and guardians to become involved in school activities
- \* Each teacher has an equal voice in all committee and staff meetings.
- \* Part-time Math Coach provides data analysis and teacher coaching when needed.

The ILT noted that, while there is still room to grow, communication at Lyon has greatly improved. Information is disseminated from a wide array of sources including grade-level leads and other teacher-led committees in addition to the administration in a timely manner. The administration continues to seek input from all stakeholders and attempts to establish a culture that allows for equitable voice.

Areas for Growth: Better access to PD opportunities for faculty and staff. Continue to actively seek various voices in various ways.

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

### 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

Principal has set a foundation of team meetings and chain for communication. Instructional Leadership Team (ILT) members in their leadership capacity disseminate information to the principal who then disseminates to the staff. Teachers including ILT Members attend individual conferences where they are in-serviced on data analysis specific to their students and where they can build their capacity in working with data and how to improve instructional practice. When an instructional or school level need is discovered administration identifies a staff member who generates an action plan for the need and approves it with the principal. Based on REACH feedback from the administration the action plan is supported and revised as needed. Monitoring and coaching takes place with the teacher regularly regarding the plan.

Our ILT includes personnel with expertise in academic subjects, Diverse Learning, bilingual education, and social emotional learning. The ILT pursues the implementation of best practices and research as identified through conferences, professional readings, and professional development. The ILT communicates expectations and supports high quality instruction in all classrooms. The ILT effectively manages resources to address the school's priorities and students' needs. The ILT, Literacy / Math Coaches, and PPLC provide input on school-wide purchases, such as textbooks and classroom materials. The ILT and PPLC regularly invite communication and engages the staff in participating in decision making. The ILT meets regularly for self-analysis in order to improve its effectiveness toward achieving school-wide goals through the use of surveys, such as a My School My Voice Activity: What's Working and What's Not Working Needs Analysis and the ILT Effectiveness Framework.

The ILT noted that consistently meeting and analyzing data in regard to the school's needs has been very useful. In addition, communication between the ILT and the faculty and staff at large has greatly improved.

Areas for Improvement: The ILT noted that including at least one representative from each grade will help make this group more effective and enable us to have constant communication with the grade levels and other teams. In addition, it would also give the whole faculty and staff a greater voice in the issues that the ILT addresses.

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

### 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

The principal, Network, selected teacher leaders, PPLC and ILT discuss and plan differentiated professional development for the staff aligned to school-wide goals and NWEA growth goals. The school administration continuously monitors PD. Administration, ILT, PPLC, grade/department meetings ensure that PD is ongoing and relevant to priorities and school-wide goals. With the assistance of Network staff, consultants, retired administrators and teachers, the entire school is engaged to determine new opportunities for improvement. Teachers attend network workshops and present what they have learned to staff.

ILT Gives the following as examples of Professional Learning:

#### Grade Level

1. Teachers try to collaborate and have cross-curriculum instruction.
2. Teacher teams continue to work on collaborative skills, planning, ideas, activities, etc....

#### Instructional Coaching

Literacy and Math Coaches provide feedback and supports teachers on CCSS implementation, reviews lesson plans, writing samples and reviews student work and test results.

MTSS for math has been implemented.

Periodic professional development from outside resources are made available to the faculty and staff (i.e. Compass Learning, Network 3, etc.)

In Development a plan is being discussed to address the following:

Better accountability measure for teachers and the student work that is posted on bulletin boards.

The ILT suggested offering more support to teachers who are seeking outside PD opportunities and having the instructional coaches provide more hands-on, in-class support for teachers to help improve teaching practices.

Revising the mentor program

#### Examples of High Expectations

1. Teacher created website for student homework supports high expectations
2. Classroom vocabulary and NWEA notebooks support students.
3. The school is dedicated to all aspects of high expectations in learning, with evidence such as attitudes of students, type of work on bulletin boards, warm inviting classrooms, and transitions in the hallways.

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

### 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

Input from the ILT, LSC, PPLC, and school staff identify needs and priorities in the school. The school administration and the LSC allocate discretionary spending based on this input. Opportunities for outside funding, i.e. Oppenheimer Grant, etc., have been identified and successfully obtained. The school has an on-going continuous approach to analyzing NWEA data in relation to district SQRP priorities and to school-wide goals. In an effort to clarify mastery of Common Core State Standards a Level number accompanies each child as determined by their results on the NWEA MPG / MAP. Analysis is done, not only at the school level, grade level, and classroom level, but also at the student level. Analysis is on-going to adjust focus and resources at any level. School is working on a process /rubric to analyze non-NWEA data including, but not limited to ACCESS data, in order to improve our efforts in differentiated instruction.

School schedules are based on needs and goals and may be amended or altered as needs change. Scheduling allows for common grade level collaboration periods. Possible intervention blocks are being formulated to be included in the regular day as well as before and after school.

ILT noted that technology resources have been greatly improved, IT support is consistent and strong, and our math curriculum is aligned from K-8.

#### Suggestions to Improve Resources

1. Teachers have limited copy allocations, need more.
2. Additional resources for bilingual students in their respective native language (not just Spanish)
3. MTSS Support for Non-Readers (Need a Corrective Reading Program)
4. More resources for the Comprehensive Gifted Program

### 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"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

## 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

A reading and math scope and sequence have been established for all grades. Reading block is scheduled and in place for grades kindergarten through fifth. Departmental is in place for grades fifth through eighth for the following subjects: Reading, Writing, Social Studies, Science, and Math. In grades kindergarten through fifth, Common Core Standards are embedded into small group instruction and guided reading is in place. In grades sixth through eighth, Common Core Standards are also embedded in instruction and are supplemented with novel studies and independent reading and reports. Teachers have developed a year-long course of study in literacy based upon Common Core Standards and individualized by analysis of NWEA results: additional subjects are currently being developed such as science where we follow the SEPUP Curriculum in the sixth through eighth grades. Each teacher works with their grade level or department to discuss data and is supported by the administration, literacy / math coaches and technical support.

Grade level and course teams meet semimonthly to review and revise common units (for examples in regard to short text for close reading) of instruction aligned to Common Core State Standards. Students are exposed to appropriate levels of texts and instruction, with a focus on non-fiction texts.

The ILT has made the following statements about Lyon Curriculum:

1. Each grade level has a detailed curriculum map aligned to CPS Framework and the CCSS in Math and Reading.
2. PATHS program for SEL is supporting students
3. Comprehensive Gifted Program holds students to high standards
4. MTSS support for Math has been established
5. Small-group instruction and guided reading take place in K-5
6. The Algebra program in 8th grade continues to be beneficial.

NEEDED: Goal is to have differentiation to be included into the Lyon grade level curriculum map.

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

### 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

Each grade level or course team has instructional materials, not limited to texts, which are aligned with Common Core State Standards.

An inventory of instructional materials for EL and students with disabilities is ongoing and shortages are being addressed. Based on findings, EL students need texts with both translations in English and Spanish and Diverse Learners need texts that are leveled.

The school is maintaining a plan to organize classroom libraries, (kindergarten through 2nd uses Fountas and Pinell Leveling System, 3 through 8 uses Lexile and genre). The school has one library with over a circulation total of over 20,000 books annually. The library collection reflects the highest standards of quality children's literature, supports content area instruction and promotes independent reading and scholarly inquiry. This library also has a leveled book room.

The ILT has made the following recommendations:

Instructional Materials

Odyssey, RazKids, and Coach Digital are great supports.

Technology resources are provided/available to all teachers.

Review Spanish On-line resources for ACCESS and NWEA

Guided Reading Materials (EL Books)

Classroom Libraries

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

### 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

From the principal to the classroom teacher, all have expectations for all students to aspire to college and career-ready standards. The use of higher order thinking skills and the use of Bloom's Taxonomy is evident in all classrooms and lesson plans. Student advisory team has been established. Student leadership is evident in the school yearbook, website, sports, music program and other activities. Student work samples are reviewed at Grade Level and Departmental Meetings. They are submitted quarterly via classroom writing samples. Gradebook is utilized as a progress monitoring device for evidence of rigorous grade level tasks.

The ILT has made the following statements regarding high expectations:

#### High Expectations

1. Expectations are rigorous and clear to all staff members.
2. Bloom's Taxonomy is the basis for questioning at Lyon
3. The school is dedicated to all aspects of high expectations in learning, with evidence such as attitudes of students, type of work on bulletin boards, warm inviting classrooms, and transitions in the hallways.
4. Clear support for and focus on student-led discussions and class activities.
5. Based on My School My Voice 2017 - Students have rated instruction "Strong."

#### Areas for Improvement:

1. More teachers could utilize class websites to communicate with students and families.
2. Use of hallway bulletin boards should be focused on academic work representative of classroom activities. Interactive bulletin are also welcome.

### 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
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"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For (Observation Tool)</a></li> <li>✓ <a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SGWP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

### Transitions, College & Career Access & Persistence:

Score

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)

1 2 3 4

The administration, faculty, and staff work to instill the value of a strong education in our students. We consistently encourage the students to set goals for continued education and to see the relationship between academic and professional success.

The ILT has made the following statements in regard to College and Career Access and Persistence:

1. Lyon has a rigorous curriculum as expressed by students.
2. Lyon asks for student work to be examined in grade level meetings to gain insight into rigor.
3. We examine plans to see if our students will be College Ready. Grade level meetings include these conversations.
4. Partnership with Junior Achievement and a focus on periodic financial literacy presentations.

Area of Growth:

1. Set consistent expectations among all students for strong work ethic and behaviors.
2. Study skills need to be reinforced at all grade levels.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Identity Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for	<a href="#">C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</a>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ <a href="#">Researching College</a></li> <li>✓ <a href="#">CPS Advisory Framework</a></li> <li>✓ <a href="#">Preventing college plans from melting away</a></li> <li>✓ <a href="#">To &amp; Through Project</a></li> <li>✓ <a href="#">Redefining College &amp; Career Readiness</a></li> <li>✓ <a href="#">College Scorecard</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS College Persistence Toolkit</a></li> <li>✓ <a href="#">Meaningful Linkages Between Summer Programs, Schools, and Community</a></li> <li>✓ <a href="#">From HS to the Future (CCSB, 2006)</a></li> </ul>
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

Teacher collaboration is encouraged supported and monitored by the administration. Teachers use posted "Purpose" or "Objective" statements at the beginning of each class to communicate to the students the objectives, relevance, CCSS and procedures. Teachers and students have a reference point as determined by standardized assessments from which they can build upon. Teachers develop instructional practices by analyzing assessment data and activating prior knowledge. Differentiated instruction and the role of questioning are practices to be developed. Teachers have been in-serviced on the use and construction of both literal and higher-order thinking questions. Teachers and students use NWEA scores to project a specific growth target (number) for MAP and MPG Assessments. General Education teachers collaborate with Diverse Learning and English Learner teachers in order to scaffold all instruction to all students. Teachers regularly use both formal and informal assessments to monitor progress and growth of all students. Teachers continue to develop differentiated lessons based on scope and sequence. Lyon Administrators utilize REACH Observation Feedback to monitor instructional practice and improvement of student achievement.

The ILT noted that consistent data analysis helps guide instruction and establish purpose statements that help to keep the students aware of each lesson's focus. In addition, the administration consistently encourages the staff to collaborate and discuss best-practices on a regular basis.

Areas of Growth: The ILT suggested that there be increased PD opportunities to support the improvement of teaching practices and increased collaboration between gen-ed and DL/EL teachers.

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

### Balanced Assessment & Grading:

Score

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.

1 2 **3** 4

The school has a systemic and multi-tiered approach for screening students who may be in need for special services, such as Diverse Learning Education and EL intervention. This approach is based on timely and accurate data. Interventions in the classroom include, but are not limited to: small group instruction, push in support, peer tutoring, tutoring services, and additional tutoring services provided by retired teachers. Interventions outside of the classroom include, but are not limited to: before school classes, after-school classes, Saturday school, small group EL instruction groups, Social Emotional Learning small group, individual instruction, and additional tutoring services provided retired teachers who work directly with MTSS Tier III Students. Lyon has an MTSS Program for reading and Math. Tutors work collaboratively with teachers for reinforcement and enrichment. Interventions are monitored by: ILT, PLC, Literacy / Math Coaches and MTSS Coordinator, the school administration, grade level teachers, and the individual classroom teacher. Through flexible groupings, students are academically challenged on a daily basis at their instructional levels.

#### ILT Notes on Balanced Assessment and Grading

1. Teachers keep well-organized NWEA data to guide whole-group, small-group, and individualized instruction.
2. Teachers also use other forms of assessment to monitor student achievement and modify instruction as needed.

#### Areas of Growth:

1. Clearer agreement among grade level teams for Gradebook in terms of entering assignments, standards, etc.
2. Each grade level should work to create their own weights and categories for grades.

### Guide for Balanced Assessment & Grading

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

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Supports:

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

Score

1 2 3 4

NWEA School-wide, teacher team and classroom data is organized and available to all teachers immediately after the assessment. Data is also provided after PD sessions. Each grade level or course team uses a varied and comprehensive set of multi-purpose assessments to monitor student learning and adjust goals as needed. All assessment methods are being aligned to our reading scope and sequence and our math scope and sequence. We have assessments aligned with the Common Core State Standards and PARCC. To ensure that students with disabilities are able to demonstrate their knowledge and skills, accommodations and modifications are discussed at IEP meetings, grade level meetings, professional development meetings, and are readily available in classroom files.

WIDA standards and ACCESS scores are used for placement of EL students and to support language development.

Mary Lyon is currently reviewing the results of their development of a standards based grading policy. This leveled system accounts for National Attainment Levels as well the achievement of the Common Core State Standards through a letter grade. Members of the ILT are concerned about the alignment of grade weights reflected in Gradebook at each grade level. This will be a focus in the 2018-20 CIWP.

ILT Statements on MTSS and Interventions:

1. The school provides universal support for off-track students
2. MTSS is provided for both reading and math for Tier 3 students.
3. Counselors are very responsive to both teachers and students in addressing needs as they arise.
4. SEL leadership and committee provide strong guidance for school-wide initiatives.
5. PLP's help address students' needs and inform instruction.
6. After-school support and small-group instruction help students grow.

Areas of Growth

1. Focus on increasing parental involvement and support for Tier 2 & 3 students and interventions.

## Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual**



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

## Evidence, Measures, and Standards

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

Communication between families and school staff is ongoing and covers many topics: expectations, support, intervention techniques, and individual assistance. Parent meetings, bilingual meetings and in-servicing programs for parents / guardians / and care givers add strength to the school's communication. Mary Lyon School has a school-wide approach to school culture, classroom expectations and progressive discipline that includes but is not limited to administration and specific procedures listed in R.O.A.R.S. as evident in our school faculty and staff handbooks. Positive behavior is reinforced through conferencing which is an integral part of everyday teacher and student relationships.

The physical plant of Lyon School is maintained as a safe, welcoming environment. Positive behavior is reinforced by R.O.A.R.S: respectful, organized, accountable, responsible, and safe.

The ILT has the following suggestions about Lyon's Culture of Learning:

1. The Culture & Climate Committee has been formed to improve the overall learning culture of the school.
2. PATHS program is implemented.
3. Consistent communication from the administration to the students regarding personal responsibility is helpful.
4. R.O.A.R.S. helps the students and teachers know what is acceptable behavior.

Areas of Growth:

1. Consequences for student behavior should be dealt with in a timely and consistent manner.
2. Academic expectations should be consistent and reasonable.

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

### Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that

Score

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.

The principal has led an effort to increase connections among parents, school, and community. Faculty handbook provides clarification on the Lyon R.O.A.R.S. - positive behavior system. As noted in our My School My Voice Survey results our faculty has had difficulty maintaining a high level of trust among all parties - administrative and teacher. Relational trust at Lyon is a work in progress. Most teachers and most students treat each other with respect, warmth, and care.

Faculty and staff advocate for students. As reflected in the misconduct rate, interactions between students and staff show mutual respect. Students with disabilities, Diverse Learners, and EL students are included as equals in the school community both in educational and social situations. Classroom experiences, award assemblies, and after school parent/family events reflect and respect home language and culture. The principal has led an effort to increase connections among parents, school, and community. New Faculty handbooks provide clarification on the Lyon ROARS - positive behavior system.

The ILT has the following suggestions about Lyon's Culture of Learning:

1. The administration is receptive to and available for teachers' needs.
2. The positive intentions of the administration are clear.
3. Generally, it seems that the relationships in the building are respectful.

Areas of Growth

There is some disconnect and lack of trust between teachers due to testing anxiety and other pressures.

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

### Student Voice, Engagement, & Civic Life:

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

Score

Principal has established a student advisory team which makes recommendations regarding various topics...Recess, Building maintenance, guest speakers, assemblies and student incentives. Through academic areas (i.e. algebra, literature) and extracurricular activities (i.e. music, drama, dance, art, sports and gardening) we strive to nurture leadership, talents, and engagement.

Programs Offered:

Academic Enrichment

Sports

Dance

ChiMOP – Chicago Metamorphosis Orchestra Project

Chorus and Band

Supplemental Educational Services (SES)

Art

Garden

Classes sponsored by the Parent Advisory Council

ILT Notes on Student Voice, Engagement, and Civic Life:

1. Involvement in the CPS SCORE Program was very beneficial to the students.
2. The wide array of sports, arts, and clubs offered to the students enhance their learning experience.
3. Collaboration with outside partners like ChiMOP make programs available to our students that we otherwise wouldn't be able to offer.

Areas of Growth:

Greater teacher input on students selected for after-school academic support programs may make the programs more effective.

## 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"> <li>• MYS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Polls regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
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 2b. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS Standards

### Safety & Order:

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

Score

1 2 3 4

Mary Lyon School has a school-wide approach to progressive discipline that includes but is not limited to administration and specific procedures (ROARS) for discipline referrals. Positive behavior is reinforced. Conferencing is an integral part of everyday teacher and student relationships. The physical plant of Lyon School is maintained as a safe, welcoming environment. Positive behavior is reinforced by R.O.A.R.S: respectful, organized, accountable, responsible, and safe.

Mary Lyon Progressive Discipline for Students R.O.A.R. S. program that promotes positive student behavior and provides teachers with a systematic approach to address inappropriate student behavior.

#### Important Elements:

- Helps students learn from the choices they make
- Engages parents in an on-going dialogue about their child's behavior
- Offers students supports and interventions so that they can succeed in school
- Counseling students is a center piece of the Mary Lyon Progressive Discipline Policy

#### ILT statements regarding Safety and Order:

##### Behavior and Safety

1. Most students feel safe and practice safe measures while in school.
2. R.O.A.R.S., PATHS, and structured recess help establish a relatively safe environment.
3. Lyon has developed a strong discipline policy. Restorative approaches and reflective behavior documents are positive components. Policy needs to be consistently followed by all staff and policies need to be reinforced by administration.

##### Areas for Growth

1. In light of recent events, increased security presence at the front door and throughout the building is needed (look into additional security personnel and off-duty police officers).
2. Facility management needs to improve in order to provide a safer environment (address bathrooms, crumbling walls, cracks, peeling and chipping paint, roof leaks, etc.)

## Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Mary Lyon School has a school-wide approach to progressive discipline that includes but is not limited to administration and specific procedures (ROARS) for discipline referrals. Positive behavior is reinforced. Conferencing is an integral part of everyday teacher and student relationships. Lyon School is maintained as a safe, welcoming environment. Positive behavior is reinforced by R.O.A.R.S: respectful, organized, accountable, responsible, and safe. Life skills are explained and modeled by the adults at our school. Students are expected to understand and develop life skills during their time at Mary Lyon School. A strong focus on SEL and PATHS continues to influence instruction at Lyon. Lyon has a progressive discipline program with restorative approaches and reflective behavior documents as evident in our faculty / staff and student handbooks.

ILT Notes on Restorative Approaches to Discipline:

1. R.O.A.R.S., PATHS, and structured recess help to maintain orderly behavior at Lyon.
2. The Progressive Discipline Plans attempt to help the students learn from their mistakes and offer opportunities to grow before receiving negative consequences.
3. The counselors are extremely responsive to teacher and student concerns.
4. A restorative justice plan is in the works.

Areas of Growth:

1. A more consistent implementation of the SCC
2. Clear communication in regard to consequences and next steps.

### 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	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

### 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.

From the clean hallways to the colorful bulletin boards, the school has maintained a welcoming and non-threatening environment for years. Family festivals for all grades are held throughout the year, quarterly award assemblies, family fitness night, concerts etc., are all part of Mary Lyon's yearly activities. Communication between families and school staff is ongoing and covers many topics: expectations, support, intervention techniques, and individual assistance. Parent meetings, bilingual meetings and in-servicing programs for parents add strength to the school's communication.

The ILT has the following statements in regard to Parent Partnership:

On-going Communications

Lyon communicates all relevant information to stakeholders in a timely manner.

Bonding

1. Parents are always welcomed, including in councils and volunteers.
2. Teachers attempt to develop a strong relationship with the parents of their students through telephone calls, written letters or face to face meetings.
3. Parent-led staff appreciation lunches show that the respectful relationship between the school and parents is reciprocal.

Specialized Support

1. Lyon community is dedicated to all aspects of learning, including meeting for parents and community, PAC, BAC and LSC.
2. Computer classes, Frido Kahlo parent workshops and parent mentor programs support our families.

Parent / Guardian Participation 2017 -18

Mary Lyon Local School Council

Parent Advisory Council

Bilingual Advisory Committee

Parent Safety Patrol

Parent Mentor Program

Mary Lyon Music Booster Organization

Area of Growth:

If possible, better communication with families in regard to excessive absences and tardiness.

### 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"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust</li> </ul>
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"> <li>✓ <a href="#">Parent Support Centers</a></li> <li>✓ <a href="#">Parent University</a></li> <li>✓ <a href="#">Parent Portal</a></li> </ul>

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
1	Expectations for Quality & Character of School Life: Safety & Order	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐



2	Expectations for Quality & Character of School Life: Relational Trust	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: Balanced Assessment & Grading	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

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

Historical performance and anticipated strategies which are listed below have been used to develop the Reading performance metric indicated for the 2018 -19 School Year.

83.00

97.00

66.00

80.00

75.00

Goal: Improve the National School Attainment Percentile in NWEA reading for Grades 2 through 8 with an emphasis on primary grades K -2.

For ELA Common Core Instructional Shifts we will continue to address each of the 3 ELA Shifts. Number 1 Building Knowledge through Content Rich Non-Fiction is being addressed by are CIWP with resources designated to classroom non fiction texts i.e. non fiction texts that have been purchased for our new Guided Reading Program. Additionally our school schedule has embedded Social Studies into the our ELA block which strengthens non-fiction reading and writing for students. Administrators continue to improve their skills around the Common Core Instructional Shifts so that they can clearly articulate them to the teaching staff by way of REACH teacher feedback. ELA Instructional Shift 2 Reading, Writing, and Speaking Grounded In Evidence from Text - Mary Lyon Curriculum Coach collects grade level writing samples for literary and informational evidence. Our coach reviews these writing sample and provides feedback to our staff at grade level meetings and individual emails. ELA Instructional Shift 3 Regular Practice with Complex Text and its Academic Language - this is being addressed on a daily basis by way of the Vocabulary Workshop and a Common Core State Standard Purpose, that includes a rationale of why students are working on a particular standard for the day or week along with vocabulary ties to that objective. Tier 2 and Tier 3 Vocabulary is addressed in daily instruction pertaining to content.

Additional strategies for goal implementation are refocusing on NWEA Learning Continuum to differentiate instructional practice, use of Common Core Support coach materials, developing ELA questioning sentence stems for student discourse and the use of Odyssey for ELA online support.

Considerations for the goal percentages chosen: student overcrowding, student mobility and late transfer-in rates, Diverse Learning regarding Results Driven Accountability plan, and change of placements such as students in separate setting moving toward general education program. As we focus on 70 percent attainment, growth moves to a secondary consideration.

#### National School Growth Percentile - Math

Historical performance and anticipated strategies which are listed below have been used to develop the Math performance metric indicated for the 2018 -19 School Year.

58.00

94.00

75.00

88.00

75.00

Goal: Improve the National School Attainment Percentile in NWEA math for Grades with an emphasis on primary grades K -2.

For Math Common Core Instructional Shifts we are currently focusing on Math Shift 1. which is Greater Focus on what the Standards Focus (fewer topics) and Shift 3. which is Rigor with grade level fluency. Number 1 "Focus strongly where the Standards focus" is being addressed by are CIWP with supporting materials such as CCSS Common Core Support Coach Work Book for all grade levels except kindergarten, Go Math for all grades. In addition, all grade levels are utilizing the Odyssey online program to support NWEA math growth. Math Instructional Shift 3, Rigor: conceptual understanding, - procedural skill and fluency, and - application with equal intensity, is currently being addressed by the instruction of Grade Level Fluency and MARS Tasks embedded within the grade level scope and sequence. Administrators continue to improve their skills around the Common Core Instructional Shifts in Math so they can clearly articulate them to the teaching staff by way of REACH.

Additional strategies for goal implementation are refocusing on NWEA Learning Continuum to differentiate instructional practice, reinforce math vocabulary, and re-evaluate grade level math scope and sequences for effectiveness during the summer of 2018.

Considerations for the goal percentages chosen: student overcrowding, student mobility and late transfer-in rates, Diverse Learning regarding Results Driven Accountability plan, and change of placements such as students in separate setting moving toward general education program. As we focus on 70 percent attainment, growth moves to a secondary consideration.

#### % of Students Meeting/Exceeding National Ave Growth Norms

Historical performance and anticipated strategies which are listed below have been used to develop the Math performance metric indicated for the 2018 -19 School Year.

60.60

73.20

62.00

68.00

75.00

The number is based on the following:

Our school's Gifted Program is now organized for Grades 1 through 6.

We are expanding the program to include grade 7 next year. Additional supports to students who are in the 30th percentile to 49th percentile have also received additional instruction and review through our after school and Saturday programs.

#### African-American Growth Percentile - Reading

NA

(Blank)

(Blank)

0.00

0.00

0.00

#### Hispanic Growth Percentile - Reading

Historical performance and anticipated strategies which are listed below have been used to develop the Math performance metric indicated for the 2018 -19 School Year.

85.00

97.00

64.00

84.00

75.00

Hispanic is the majority of our school and follows our ELA Scope and Sequence.

As stated in our reading section above:

Goal: Improve the National School Attainment Percentile in NWEA reading for Grades 2 through 8 with an emphasis on primary grades K -2.

For ELA Common Core Instructional Shifts we will continue to address each of the 3 ELA Shifts. Number 1 Building Knowledge through Content Rich Non-Fiction is being addressed by are CIWP with resources designated to classroom non fiction texts i.e. non fiction texts that have been purchased for our new Guided Reading Program. Additionally our school schedule has embedded Social Studies into the our ELA block which strengthens non-fiction reading and writing for students. Administrators continue to improve their skills around the Common Core Instructional Shifts so that they can clearly articulate them to the teaching staff by way of REACH teacher feedback. ELA Instructional Shift 2 Reading, Writing, and Speaking Grounded In Evidence from Text - Mary Lyon Reading Coach collects grade level writing samples for literary and informational evidence. Our coach reviews these writing sample and provides feedback to our staff at grade level meetings and individual emails. ELA Instructional Shift 3 Regular Practice with Complex Text and its Academic Language - this is being addressed on a daily basis by way of the Vocabulary Workshop and a Common Core State Standard Purpose, that includes a rationale of why students are working on a particular standard for the day or week along with vocabulary ties to that objective. Tier 2 and Tier 3 Vocabulary is addressed in daily instruction pertaining to content.

#### English Learner Growth Percentile - Reading

Historical performance and anticipated strategies which are listed below have been used to develop the Math performance metric indicated for the 2018 -19 School Year.

93.00

98.00

82.00

89.00

75.00

Hispanic is the majority of our school and follows our ELA Scope and Sequence.

As stated in our reading section above:

Goal: Improve the National School Attainment Percentile in NWEA reading for Grades 2 through 8 with an emphasis on primary grades K -2.

For ELA Common Core Instructional Shifts we will continue to address each of the 3 ELA Shifts. Number 1 Building Knowledge through Content Rich Non-Fiction is being addressed by are CIWP with resources designated to classroom non fiction texts i.e. non fiction texts that have been purchased for our new Guided Reading Program. Additionally our school schedule has embedded Social Studies into the our ELA block which strengthens non-fiction reading and writing for students. Administrators continue to improve their skills around the Common Core Instructional Shifts so that they can clearly articulate them to the teaching staff by way of REACH teacher feedback. ELA Instructional Shift 2 Reading, Writing, and Speaking Grounded In Evidence from Text - Mary Lyon Reading Coach collects grade level writing samples for literary and informational evidence. Our coach reviews these writing sample and provides feedback to our staff at grade level meetings and individual emails. ELA Instructional Shift 3 Regular Practice with Complex Text and its Academic Language - this is being addressed on a daily basis by way of the Vocabulary Workshop and a Common Core State Standard Purpose, that includes a rationale of why students are working on a particular standard for the day or week along with vocabulary ties to that objective. Tier 2 and Tier 3 Vocabulary is addressed in daily instruction pertaining to content.

Historical performance and anticipated strategies which are listed below have been used to develop the Math performance metric indicated for the 2017 -18 School Year.

Our school's English Learner Program follows are current ELA Scope and Sequence.

Support and materials are provided to students in this category. Additional resources such as a resource teacher and bilingually certified teachers support this sub group.

**Diverse Learner Growth Percentile - Reading**

Historical performance and anticipated strategies which are listed below have been used to develop the Math performance metric indicated for the 2018 -19 School Year.

64.00

99.00

6.00

32.00

75.00

Our school's Diverse Learning Program follows are current ELA Scope and Sequence.

Support and materials are provided to students in this category. Additional resources such as a resource teachers and Diverse Learning certified teachers support this sub group.

**African-American Growth Percentile - Math**

NA

(Blank)

(Blank)

0.00

0.00

0.00

**Hispanic Growth Percentile - Math**

Historical performance and anticipated strategies which are listed below have been used to develop the Math performance metric indicated for the 2018 -19 School Year.

57.00

94.00

73.00

81.00

75.00

Hispanic is the majority of our school and follows our Math Scope and Sequence.

Goal: Improve the National School Attainment Percentile in NWEA math for Grades with an emphasis on primary grades K -2.

For Math Common Core Instructional Shifts we are currently focusing on Math Shift 1. which is Greater Focus on what the Standards Focus (fewer topics) and Shift 3. which is Rigor with grade level fluency. Number 1 "Focus strongly where the Standards focus" is being addressed by are CIWP with supporting materials such as CCSS Common Core Support Coach Work Book for all grade levels except kindergarten, Go Math for Go Math for all grades. In addition all grade levels are utilizing the Odyssey online program to support NWEA math growth. Math Instructional Shift 3, Rigor: conceptual understanding, - procedural skill and fluency, and - application with equal intensity, is currently being addressed by the instruction of Grade Level Fluency and MARS Tasks embedded within the grade level scope and sequence. Administrators continue to improve their skills around the Common Core Instructional Shifts in Math so they can clearly articulate them to the teaching staff by way of REACH.

#### English Learner Growth Percentile - Math

Historical performance and anticipated strategies which are listed below have been used to develop the EL Math performance metric indicated for the 2018 -19 School Year.

45.00

99.00

84.00

85.00

75.00

Our school's English Learner Program follows are current Math Scope and Sequence.

Support and materials are provided to students in this category. Additional resources such as a resource teacher and bilingually certified teachers support this sub group.

#### Diverse Learner Growth Percentile - Math

Historical performance and anticipated strategies which are listed below have been used to develop the DL Math performance metric indicated for the 2018 -19 School Year.

32.00

98.00

12.00

40.00

75.00

Our school's Diverse Learning Program follows are current Math Scope and Sequence.

Support and materials are provided to students in this category. Additional resources such as a resource teachers and Diverse Learning certified teachers support this sub group.

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

Historical performance and anticipated strategies which are listed below have been used to develop the Reading Attainment performance metric indicated for the 2018 -19 School Year.

82.00

92.00

59.00

94.00

75.00

Our school is currently implementing a 2017-18 grade level ELA scope and sequence aligned to the Common Core State Standards with NWEA year-end goals.

Principal has led progress monitoring in Guided Reading – K -5. Fountas and Pinnell Levels are used as a measure to indicate individual student growth. These levels are entered and updated in an upcoming Grade Level Google document to show evidence of increased rigor throughout the school year.

Students K – 8 complete a Classroom NWEA Goal Setting Worksheet based on either their Winter MPG RIT and / or their previous spring MAP RIT Score for reading.

Principal instructs teachers to utilize NWEA Descartes strategies for small group and differentiated instruction. Principal monitors evidence of NWEA strategies through REACH observations and lesson plans.

Teachers utilize Gradebook data to monitor evidence of CCSS in ELA .  
Teachers utilize Gradebook "Retake" (based on unit tests) to monitor evidence of scaffolding and rigor.

Principal monitors Dashboard for On Track Data.

Lyon currently is differentiating PD to increase the capacity of teacher leaders in regard to the Odyssey NWEA support program. The "Lyon Odyssey Experts" are receiving advanced training to support their grade level and departmental teams.

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

Historical performance and anticipated strategies which are listed below have been used to develop the Math Attainment performance metric indicated for the 2018 -19 School Year.

76.00

88.00

75.00

88.00

75.00

Our school is currently implementing a 2017 - 18 grade level Math scope and sequence aligned to the Common Core State Standards with NWEA year-end goals.

Principal has led progress monitoring in math through MARS Tasks and CCSS Grade Levels Fluency embedded in the math scope and sequence. These scores are entered and updated in a Grade Level Google document to show evidence of increased rigor throughout the school year.

Students K – 8 complete a Classroom NWEA Goal Setting Worksheet based on either their Winter MPG RIT and / or their previous spring MAP RIT Score for math.

Principal instructs teachers to utilize NWEA Learning Continuum strategies for small group and differentiated instruction.  
Principal monitors evidence of NWEA strategies through REACH observations and lesson plans.

Teachers utilize Gradebook data to monitor evidence of CCSS in Math.  
Teachers utilize Gradebook "Retake" (based on unit tests) to monitor evidence of scaffolding and rigor.

Principal monitors Dashboard for On Track Data.

Lyon continues differentiating PD to increase the capacity of teacher leaders in regard to the Odyssey NWEA support program. The "Lyon Odyssey Experts" are receiving advanced training to support their grade level and departmental teams.

#### National School Attainment Percentile - Reading (Grade 2)

Historical performance and anticipated strategies which are listed below have been used to develop the Reading Attainment performance metric indicated for the 2018 -19 School Year.

75.00

92.00

80.00

90.00

75.00

Principal has led progress monitoring in Guided Reading – K -2. Fountas and Pinnell Levels are used as a measure to indicate individual student growth. These levels are entered and updated in a Gradebook to show evidence of increased rigor throughout the school year.

Students K – 2 complete a Classroom NWEA Goal Setting Worksheet based on either their Winter MPG RIT and / or their previous spring MAP RIT Score for reading.

Principal instructs teachers to utilize NWEA Learning Continuum strategies for small group and differentiated instruction. Principal monitors evidence of NWEA strategies through REACH observations and lesson plans.

Teachers utilize Gradebook data to monitor evidence of CCSS in ELA .  
Teachers utilize Gradebook "Retake" (based on unit tests) to monitor evidence of scaffolding and rigor.

Principal monitors Dashboard for On Track Data.

Lyon continues differentiating PD to increase the capacity of teacher leaders in regard to the Odyssey NWEA support program. The "Lyon Odyssey Experts" are receiving advanced training to support their grade level and departmental teams.

#### National School Attainment Percentile - Math (Grade 2)

Historical performance and anticipated strategies which are listed below have been used to develop the Math Attainment performance metric indicated for the 2018 -19 School Year.

74.00

89.00

89.00

87.00

75.00

Principal has led progress monitoring in math through MARS Tasks and CCSS Grade Levels Fluency embedded in the math scope and sequence. These scores are entered and updated in a Gradebook to show evidence of increased rigor throughout the school year.

Students K – 2 complete a Classroom NWEA Goal Setting Worksheet based on either their Winter MPG RIT and / or their previous spring MAP RIT Score for math.

Principal instructs teachers to utilize NWEA Descartes strategies for small group and differentiated instruction.

Principal monitors evidence of NWEA strategies through REACH observations and lesson plans.

Teachers utilize Gradebook data to monitor evidence of CCSS in Math.  
Teachers utilize Gradebook "Retake" (based on unit tests) to monitor evidence of scaffolding and rigor.

Principal monitors Dashboard for On Track Data.

Lyon continues differentiating PD to increase the capacity of teacher leaders in regard to the Odyssey NWEA support program. The "Lyon Odyssey Experts" are receiving advanced training to support their grade level and departmental teams.

#### % of Students Making Sufficient Annual Progress on ACCESS

This metric was not measured in SQRP in the 2018 -19 School Year.

45.20

(Blank)

58.00

60.00

65.00

Our school's English Learner Program follows are current ELA and Math Scope and Sequences.

Support and materials are provided to students in this category. Additional resources such as a resource teacher and bilingually certified teachers support this sub group.

#### Average Daily Attendance Rate

As of April of 2018, our current attendance rate is above 95%

Attendance from the CPS reporting system called Dashboard will be used to identify students who are truant or who have excessive absences. When a student is identified as a truant, frequently tardy, or has multiple early dismissals, a home visit and or counseling session in-school will take place with the parent / guardian and student. Parent and guardian will have a conference in-school and an attendance plan will be created. Perfect attendance students will be recognized at our bi-annual school award assemblies for perfect attendance. Students will also be eligible to participate in our Lyon Paw Raffles and incentives at the end of each school month

95.70	95.40	96.00	96.00	96.00
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**My Voice, My School 5 Essentials Survey**

2017 School Year - Our overall rating was "Well - Organized"

2018 School Year - Our overall rating was "Organized"

ILT, PPLC, Department, Grade Level Lead Teachers, Gifted Building Committee, Social Emotional Learning Team and Student Advisory Council continue to develop activities and programs to positively effect the metrics in this survey.

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

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

the Mary Lyon Balanced Literacy Program by aligning CCSS curriculum, materials, support staff, professional development focused on differentiated instructional practice, vertical curriculum alignment, family support and partnerships

teacher differentiated instructional practice improvement in the Core Literacy Program and student achievement improvement on the NWEA growth targets for each student as they complete and analyze their data informed NWEA MOY action plans

achieving our Growth and Attainment goals for the NWEA Targets of 70% on Reading as well as the On-track 70% target established in the 2018-19 SQRP.

Tags:

MTSS, Technology, Diverse Learners, Assessment, Instruction, Leadership, Social emotional, Professional development, Scheduling, Aligned resources, Instructional material, Parental involvement, Partnerships, After-school, Student engagement, Staff, Vertical articulation, Counseling, Data analysis, Grading policy, EI learners, Relational trust, Teacher collaboration, Sub, Consultant, School culture, Planning for instruction, On-track, Intevention support, Aligned curriculum

Area(s) of focus:

1, 3, 4, 5

Action step

Responsible

Timeframe

Status

A teach-back schedule for the new school year will be created by grade levels that will support the professional development on differentiated strategies that promote reading achievement.

Assistant Principal Teacher Teams

Two ILT Members who co - teach in the third grade attended the CPS Summitt and will sharing their information school-wide in regard to differentiated strategies.

Oct 5, 2018 to Oct 5, 2018

On-Track



**Instruction, Professional development, Instructional material**

During grade level meetings, teacher leaders who have demonstrated successful 2018 NWEA results in reading will provide professional development to their grade level team on differentiated strategies that promote reading achievement.	Curriculum Coordinator Grade Level Teams	Jan 7, 2019 to May 31, 2019	On-Track
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**Instruction, Professional development**

Develop a CCSS-Reading scope and sequence for new seventh grade gifted class	Principal Gifted Teacher Team	Jun 1, 2018 to Aug 31, 2018	On-Track
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**Planning for instruction, Aligned curriculum**

In collaboration with Network 3 purchase and reorder additional Fountas and Pinnell primary library and intermediate/upper lexile library as needed by grade level and sub group: Supplementary materials will be provided for the Literacy Program with a priority for Diverse Learning and English Learners.	Assistant Principal Curriculum Coordinator	Sep 3, 2018 to Jun 14, 2019	On-Track
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**Aligned resources, Instructional material**

Complete, with support staff, co-teaching schedules to support K-3 Guided Reading program and DL Program	Administrators	Jun 1, 2018 to Sep 3, 2018	Completed
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**Scheduling, Aligned resources, Staff, Vertical articulation**

Prepare staff overview and review presentation of the Balanced Literacy and assessment program with Guided Reading emphasis, vertical alignment, curriculum pacing, data analysis, assessment with student understanding and grading during opening of school welcome activities.	Principal Curriculum Coordinator MTSS Coordinator/ DL Lead	Jun 1, 2018 to Aug 31, 2018	Completed
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**Professional development, Data analysis, Grading policy, Instruction, Aligned curriculum**

Complete SEL schedules to expand social emotional learning conferencing opportunities with the Balanced Literacy Program to include PATHS and R.O.A.R.S with accompanying materials.	Principal Counselor SEL Lead Teacher	Aug 31, 2018 to May 31, 2019	Not started
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**Social emotional, Instructional material**

Continue to attend training for PATHS program.	Teachers	Aug 22, 2018 to May 31, 2019	Postponed
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**Social emotional, Sub**

Provide staff, tutors and retired teachers, with instructional materials and schedules, to support the MTSS and Literacy Programs.	MTSS Coordinator / DL Lead Assistant Principal Curriculum Coordinator	Jun 1, 2018 to Sep 30, 2018	Completed
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**Aligned resources, Instructional material, Staff**

Develop presentations and workshops for parents, especially LSC, PAC, and BAC, for further understanding of the Lyon Balanced Literacy Program.	Administrators Curriculum Coordinator	Sep 3, 2018 to Sep 2, 2019	Not started
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**Parental involvement**

Develop a system to mentor and coach new DL co-teaching pairs as well as specifically holding PD for those co-teaching pairs. The main focus for the first year is going to be on grades K-2 and the second year is going to be a focus on 3-5. The PD will be led by Network 3 staff and two co-teaching pairs currently at Lyon.

Case Manager  
DL Lead  
DL teachers/Gen Ed  
Co-teachers

Aug 1, 2018 to  
Jun 14, 2019

On-Track

#### **Diverse Learners, Professional development, Planning for instruction, Instruction**

Attend partnership meetings and develop parent volunteers. Continue to partner with our Parent Mentors in regard to primary Guided Reading through the Northwest Housing Center.

Principal

Aug 6, 2018 to  
Jun 21, 2019

On-Track

#### **Partnerships**

Develop after-school programs, with staff and instructional materials, to support student ELA needs.

Administration  
Curriculum  
Coordinator

Oct 1, 2018 to  
May 6, 2019

Not started

#### **Aligned resources, After-school, Staff**

Designate a Curriculum Coordinator to provide support services, with instructional materials, to support the Lyon Balanced Literacy Program and the required CPS assessment program for all students.

Principal  
Curriculum  
Coordinator

Jul 2, 2018 to  
Jun 30, 2019

Not started

#### **Assessment, Instructional material, Staff, Aligned curriculum**

Provide Technology staff, On-line programs and professional development, as needed, to support school-wide needs with aligned resources.

Administrators  
Technology Staff

Sep 3, 2018 to  
Jun 21, 2019

Not started

#### **Technology, Professional development, Aligned resources, Staff**

Provide Diverse Learner Support Staff and instructional materials to support the Lyon DL Program.

Administrators  
Diverse Learner  
Teachers  
Educational Support  
Personnel

Sep 3, 2018 to  
Jun 21, 2019

Not started

#### **Diverse Learners, Instructional material, Staff**

Provide Counseling Staff and aligned materials to support student needs in regard to coping with trauma.

Principal  
Counseling  
Staff

Sep 3, 2018 to  
Jun 21, 2019

On-Track

#### **Aligned resources, Staff, Counseling**

Provide professional development around NWEA / ELA data analysis and data informed instruction for our EL program. Lyon is to consider partnerships for the 2018-2019 school year with neighboring schools and the Office of Teaching and Learning.

Administrators  
Curriculum  
Coordinator  
Instructional  
Leadership Team

Oct 1, 2018 to  
May 31, 2019

Not started

#### **MTSS, Professional development, Data analysis, Instruction**

Refine Mary Lyon Grading Policy and provide staff professional development and parent / community training for updates and changes from the 2016 - 17 grading policy.

Administrators  
Curriculum  
Coordinator  
Grade Level Lead  
Teachers  
Instructional  
Leadership Team

Aug 27, 2018 to  
May 31, 2019

Not started

**Professional development, Parental involvement, Grading policy**

Provide consultant services to enhance the Balanced Literacy Program.	Administration	Jun 18, 2018 to Jun 21, 2019	Not started
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**Aligned resources, Consultant**

The administration will work with middle school teachers to establish a common late/re-do assignment policy to improve student engagement, achievement and ON-TRACK rate.	Administration Middle School - 6 through 8th Grade Teachers	Sep 3, 2018 to Dec 21, 2018	Not started
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**On track, Student engagement, Teacher collaboration, School culture**

Plan new FLEX based morning professional development times that can be used for vertical alignment to improve differentiated instruction, vertical communication within subject areas and build peer to peer trust across grade levels.	Administration Teaching Staff	Aug 27, 2018 to Jun 21, 2019	Not started
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**Vertical articulation, Relational trust, Curriculum alignment, Planning for instruction**

Establish an in-class intervention programs that will increase the Lyon on-track performance rate.	Administration and Support Staff	Oct 1, 2018 to May 31, 2019	Not started
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**On track, Intevention support, Schedules**

Revise Lyon's Mentor teacher program to build differentiated instructional skills and strategies and increase leadership capacity, teacher collaboration and school culture.	Administration Staff	Sep 10, 2018 to Jun 14, 2019	Not started
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**Instruction, Leadership, Staff, Teacher collaboration, School culture**

Provide funds for an assistant principal to support ELA / Math and English Learner programs.	Administration	Jul 2, 2018 to Jun 14, 2019	Not started
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**Staff**

Establish a grade level procedure for the composition of new classes. Teacher input into classroom organization will provide improved communication on the Balanced Literacy program along with improving DL and EL student ELA needs. DL lead teacher, EL lead teacher and case manager will be part of this process.	Administration Teachers DL Lead Teacher EL Lead Case Manager	Jun 3, 2018 to Aug 31, 2018	On-Track
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**Diverse Learners, Data analysis, EI learners, Teacher collaboration, Planning for instruction**

**Strategy 2**

If we do...

the Mary Lyon CCSS Mathematics Program by aligning grade level scope and sequence, materials, support staff, professional development, and family support

...then we see...

teacher differentiated instructional practice improvement in the Lyon Mathematics Program and student achievement improvement on the NWEA growth targets for each student as they complete and analyze their data informed NWEA MOY action plans

...which leads to...

achieving our Growth and Attainment goals for the NWEA targets of 70% on Math as well as the ON-Track 70% target established in the 2018-19 SQRP.

Tags:

MTSS, Instruction, Professional development, Grading, Aligned resources, Instructional material, Parental involvement, After-school, Staff, Data analysis, Vertical articulation, Algebra, Teacher collaboration, Consultant, Planning for instruction, Intevention support, Diverse learner, Aligned curriculum

Area(s) of focus:

1, 3, 4, 5

Action step

Responsible

Timeframe

Status

Complete orders for Lyon CCSS Math Program and Go Math related materials from inventory of need.	Administrators Math Lead Teachers	Aug 6, 2018 to Sep 7, 2018	Not started
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**Aligned resources, Instructional materials**

Review and incorporate CCSS-Math scope and sequence for new seventh grade gifted class.	Principal Gifted Teacher Team	Aug 6, 2018 to Aug 31, 2018	Not started
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**Planning for instruction, Aligned curriculum**

Prepare a presentation for K-8 implementation of CCSS grade level fluency skills and MARS tasks within the mathematics program.	Administrators Math Lead Teachers	Sep 24, 2018 to Mar 29, 2019	Not started
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**Instruction, Professional development, Planning for instruction**

Provide PD in math for our Diverse Learning Math Program and the Lyon MTSS program and support it with necessary resources and staff.	Administrators MTSS Coordinator DL Lead	Sep 3, 2018 to May 31, 2019	Not started
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**MTSS, Diverse Learners, Professional development, Instructional material, Staff**

Provide a whole staff professional development session on the MTSS math program.	Principal DL Lead Math Lead Teachers	Aug 20, 2018 to May 31, 2019	Not started
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**MTSS, Professional development**

Schedule staff, tutors and instructional materials in the math support or intervention support programs.	Administration	Aug 6, 2018 to Sep 7, 2018	Not started
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**Aligned resources, Staff, Intervention support**

Develop after school and in class-intervention programs with staff and materials to support the Math Program	Administrators Teachers	Oct 1, 2018 to May 31, 2019	Not started
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**Instructional material, After-school, Staff, Intervention support**

Develop, with assigned budget, CCSS presentations or workshops for parents to further understand the Lyon Math Program	Administrators Lead Math teachers	Sep 24, 2018 to May 1, 2019	Not started
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**Aligned resources, Parental involvement**

Coach teachers, via the use of REACH Framework and consultants, on math practices, NWEA Math Vocabulary and Tru Dimensions The Mathematics Cognitive Demand Access to Mathematical Content Agency, Authority, Checks for Understanding and Identity Uses of Assessment	Administrators	Sep 3, 2018 to May 31, 2019	Not started
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**Instructional Coaching, Instruction, Consultant**

Provide Math Professional development with a focus on data analysis, data informed instruction, curriculum pacing, checks for student understanding, curriculum assessment and grading.	Administration, Math Coach, Consultant(s)	Sep 17, 2018 to Sep 17, 2018	Not started
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**Instruction, Grading, Data analysis, Instruction planning, Consultant**

Provide a part-time math coach to support The Lyon overall math program.	Principal Math Coach	Jun 30, 2018 to Jun 28, 2019	On-Track
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**Instructional Coaching, Instruction, Instructional material, Staff**

Provide professional time and support for vertical articulation and planning for instruction for all grade levels to refine math units.	Principal Grade Level Teams	Sep 3, 2018 to May 31, 2019	Not started
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**Instructional planning, Vertical articulation, Teacher collaboration, Professional development**

Provide professional development around Guided Math Practice and differentiated instruction - class coverage may be needed.	Administrators Teacher Teams Math Coach	Sep 3, 2018 to May 10, 2019	Not started
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**Professional development, Data analysis, Consultant**

Provide algebra class for Lyon CCSS math program.	Administrators Math Coach	Aug 6, 2018 to Jan 31, 2019	Not started
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**Math, Resources, Algebra**

Develop a system to mentor and coach new co-teaching pairs, with selected co-teaching models, for grades K-2. Provide differentiated Professional Development centered around for those co-teaching pairs and instructional practice. This will be implemented by network 3 support and two co-teaching pairs currently co-teaching at Lyon.	Case Manager DL Lead DL teachers/Gen Ed Co-teachers	Aug 1, 2018 to Jun 14, 2019	Not started
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**Diverse Learners, Instruction, Professional development, Teacher collaboration**

Establish intervention programs, both in-school and after school, that will increase the Lyon's on-track performance rate.	Administration Staff	Sep 10, 2018 to May 13, 2019	Not started
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**Aligned resources, Staff, Instructional support, After school**

Provide consultant services and workshops for enhancement of the Lyon Guided Math Program.	Administration Consultant Math Teachers	Aug 13, 2018 to Jun 7, 2019	Not started
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**Aligned resources, Consultant, Instrucion**

Provide professional development sessions to build capacity in NWEA math data analysis and data driven instruction.	Administration Consultant Teachers	Sep 3, 2018 to Jun 14, 2019	Not started
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**Data analysis, Professional development, Instrucion**

**Strategy 3**

If we do...

the continued implementation of the Next Generation Science Standards in all grades and in 6-8th grade follow the using the Science Education for Public Understanding Program (SEPUP)

...then we see...

teachers uniformly implementing the Next Generation Science Standards and students being successful in the NGSS Science standards, as measured by the Illinois State Science assessments in 5th and 8th Grades

...which leads to...

achieving our Growth and Attainment Goals for the NWEA Targets of 70 % in Reading, Math and On-Track Rate because of vocabulary, informational text comprehension and increased exposure and comfort with complex math formulas and ideas.

Tags:

Technology, Instruction, Curriculum, Professional development, Instructional materials, Staff, Teacher collaboration

Area(s) of focus:

1, 3, 4, 5

Action step

Responsible

Timeframe

Status

Enhance K-5 science program with the purchase of a science curriculum for all classrooms and grades in the K-5 band, along with a Science Expo of student projects including K-2 class projects	Administrators Science Lead Teachers	Oct 1, 2018 to Apr 29, 2019	Not started
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**Instruction, Materials, Parental involvement, Teacher collaboration**

Enhance 6-8 science program, with the addition of the 3rd edition of the SEPUP text in classes which will help to create research opportunities in SEPUP curriculum with materials and support staff.	Administrators and Science Lead Teachers	Dec 3, 2018 to Feb 1, 2019	Not started
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**Curriculum, Instructional materials, Instructional practices**

Provide in-school and after school access to technology for upper grade science projects and research.	Administrators and 6-8 grade teachers	Oct 1, 2018 to May 3, 2019	On-Track
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**Technology, Instructional practices, Instructional materials, After school**

Continue to provide opportunities for all staff to become endorsed in CPS's Sexual Health and wellness Policies and curriculum for the 2018-19 school year, along with consideration of hiring a special class teacher who is the primary Health instructor.	Administrators and Teachers	Sep 3, 2018 to May 3, 2019	Not started
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**Instruction, Curriculum**

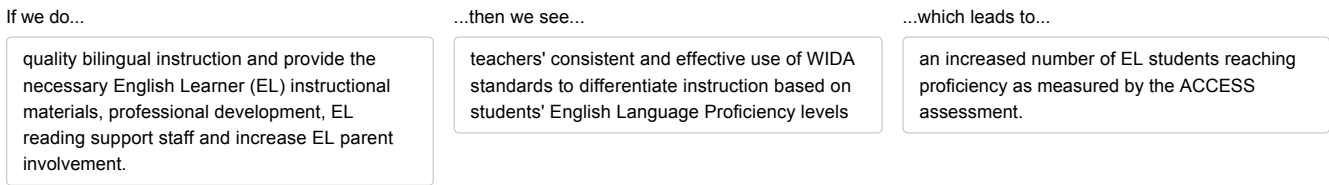
Complete the school-wide inventory of available science materials on a Google Shared Document. Locate the materials in a common shared space.	K-8 Science teachers	Sep 3, 2018 to Oct 31, 2018	Not started
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**Science, Instructional material, Teacher collaboration**

Provide necessary staff and resources for the k-8 Lyon Science Program, including new microscopes and professional development opportunities (K-5 and 6-8).	Administrators	Aug 6, 2018 to Sep 28, 2018	Not started
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**Professional development, Aligned resources, Staff**

**Strategy 4**



Tags: Instruction, Professional development, Instructional material, Parental involvement, Staff, EL learners  
 Area(s) of focus: 1, 3, 4

Action step	Responsible	Timeframe	Status
Staff EL language support tutors to enhance the TBE and TPI bilingual education programs.	Assistant Principal DL Lead	Aug 27, 2018 to Sep 28, 2018	Not started

**Bilingual, Instruction, Staff**

Provide adequate EL instructional materials for newcomer students in grades 3-8	Assistant Principal Bilingual Teachers	Aug 27, 2018 to Sep 28, 2018	Not started
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**English Learners, Instructional material, Bilingual education**

Provide adequate language instruction materials in Spanish to support native language instruction for K-2 students.	Administrators and Bilingual Teachers	Aug 27, 2018 to Sep 28, 2018	Not started
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**Bilingual, Instructional materials**

Provide professional development for EL and ESL staff on Bilingual / ESL best practices, WIDA standards, ACCESS, and Balanced Literacy program.	Assistant Principal Bilingual Teachers	Sep 3, 2018 to May 31, 2019	Not started
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**Bilingual, Professional development, Resources**

Provide professional development to EL and DL teachers on co-teaching models and effective use of NWEA and ACCESS data to drive instruction for EL students.	Assistant Principal Diverse Learning Teachers Bilingual Teachers	Sep 3, 2018 to May 31, 2019	Not started
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**Professional Learning, Bilingual, Test scores**

Hire a second assistant principal to support our EL, SEL, trauma response, and primary programs.	Principal	Jun 17, 2018 to Jul 2, 2018	Not started
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**Primary, Administrative team, Staffing, Sel support, EI support**

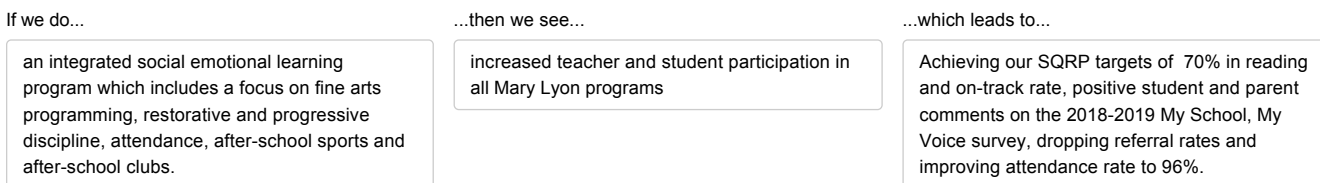
Prepare ALL teachers, through professional development, to understand the requirements for a successful implementation of the CPS bilingual program at Lyon in order to meet the needs of EL students.	Assistant Principal	Jun 17, 2018 to May 31, 2019	Not started
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**Powerful practice planning**

Develop a consistent EL program that is consistent with CPS policy. Partner with Network 3 to support the certification of EL staff at Lyon.	Assistant Principal Staff Network 3	Sep 3, 2018 to Jun 14, 2019	Not started
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**Staff, EI learners**

**Strategy 5**



Tags: Attendance, Climate and Culture, Instructional practices, Materials, Professional development, Partnerships, Fine arts, After-school, Recess, Sports, Social emotional learning, Safety and security

Area(s) of focus: 1, 2, 3, 4, 5

Action step	Responsible	Timeframe	Status
Provide professional development for Lyon's SEL program which includes PATHS. We will also provide PD with a focus on teacher conflict resolution and trauma informed classroom management skills,	Administrators Teachers Counselors	Aug 27, 2018 to Apr 26, 2019	Not started

**Professional development, Fine arts, Reading strategies, Social emotional learning**

Provide staff and materials for in-school fine arts program	Administrators and Fine Arts Teachers	Aug 27, 2018 to Jun 21, 2019	Not started
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**Materials, Staff**

Plan orchestra and quarterly recital and concerts	Administration and Fine arts teachers	Oct 1, 2018 to Jun 21, 2019	Not started
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**Parental involvement, Fine arts, After-school**

Continue Garden and Kitchen Garden Community Programs with necessary materials	Administrators School Partners	Aug 6, 2018 to Jun 7, 2019	Not started
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**Family and Community Engagement, Materials, Partnerships, Garden**

Complete extra-curricular arts programming to include dance, garden club, music theater, instrumental music and choral	Administrators teachers	Aug 27, 2018 to Jun 14, 2019	Not started
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**Scheduling, Fine arts, After-school**

Provide community events related to fine arts such as concerts, gardening work days, talent shows, and other collaborative efforts.	administrators and fine arts teachers	Aug 6, 2018 to May 31, 2019	Not started
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**Family and Community Engagement, Materials, Fine arts**

Completion of all staffing with aligned resources to complete Mary Lyon's whole school child centered environment including all clubs, recess, sporting activities, after-school programs and attendance.	Principal Staff	Jul 9, 2018 to Sep 28, 2018	Not started
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**Attendance, Scheduling, Aligned resources, After-school, Staff, Recess, Social emotional learning**

Establish relationships with outside organizations such as Dominican University and Mindful Practices to help build our teacher mentor-ship programs.	Principal Mentor teachers	Jul 1, 2018 to Aug 31, 2018	Not started
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**Partnerships, Collaboration, Teacher mentorship, Community outreach**

Retain retired counselors to strengthen our restorative justice discipline program, peer mentors and school safety and security staff to better serve our at-risk students.	Principal Staff	Jul 1, 2018 to Aug 31, 2018	Not started
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**Restorative justice, Counseling, Student centered, School environment, Safety and security**

Establish a formal teacher mentoring program to address teacher SEL concerns, better acclimate teachers to CPS, Lyon, and grade level expectations.	Administration SEL Lead CTU Representatives	Aug 1, 2018 to Aug 31, 2018	Not started
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**School climate, Peer mentoring, School environment**

(Blank)	(Blank)	Jun 1, 2018 to Aug 31, 2018	Not started
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Action Plan

Strategy 1

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ON-TRACK

A teach-back schedule for the new school year will be created by grade levels that will support the professional development on differentiated strategies that promote reading achievement."

Oct 05, 2018 to Oct 05, 2018 - Assistant Principal Teacher Teams Two ILT Members who co - teach in the third grade attended the CPS Summit and will sharing their information school-wide in regard to differentiated strategies.

## Status history



ON-TRACK

Oct 10, 2018

### Evidence

K - 5 Summit Information is being prepared for the Nov. 2nd Staff Development Day.

Vertical Articulation has focused on the refining and redesign of our Curriculum Maps and Scope and Sequences for Reading and Math for all grade levels. Two meetings meeting have taken place: Sept. 11 and Oct. 9, 2018 at 7:45 a.m.

NOT STARTED

May 14, 2018

### Evidence

Completion of Teach-Back Sessions in Grade Level Meetings and Flex Time.

ON-TRACK

During grade level meetings, teacher leaders who have demonstrated successful 2018 NWEA results in reading will provide professional development to their grade level team on differentiated strategies that promote reading achievement."

Jan 07, 2019 to May 31, 2019 - Curriculum Coordinator Grade Level Teams

## Status history



ON-TRACK

Oct 10, 2018

### Evidence

Teachers are analyzing the NWEA Insight Reports to lead to strengthening differentiated strategies.

ON-TRACK

May 14, 2018

### Evidence

Completed Google PD Evaluation Forms in Google Classroom

ON-TRACK

Develop a CCSS-Reading scope and sequence for new seventh grade gifted class"

Jun 01, 2018 to Aug 31, 2018 - Principal Gifted Teacher Team

## Status history



ON-TRACK

Oct 10, 2018

### Evidence

Located in our Scope and Sequence Folder - 2018 -19 SY

NOT STARTED

May 14, 2018

### Evidence

Completion of all gifted curriculum maps.

ON-TRACK

In collaboration with Network 3 purchase and reorder additional Fountas and Pinnell primary library and intermediate/upper lexile library as needed by grade level and sub group: Supplementary materials will be provided for the Literacy Program with a priority for Diverse Learning and English Learners."

Sep 03, 2018 to Jun 14, 2019 - Assistant Principal Curriculum Coordinator

## Status history



**ON-TRACK** Oct 10, 2018  
**Evidence**  
Orders are being completed in an ongoing manner throughout the school year.

**NOT STARTED** May 14, 2018  
**Evidence**  
Completed purchase orders for library and other Balanced Literacy materials.

**COMPLETED** Complete, with support staff, co-teaching schedules to support K-3 Guided Reading program and DL Program"  
Jun 01, 2018 to Sep 03, 2018 - Administrators

### Status history



**COMPLETED** Oct 10, 2018  
**Evidence**  
Completed - see Lyon Network 3 Folder

**ON-TRACK** May 14, 2018  
**Evidence**  
Completed K-3 co-teaching schedules.

**COMPLETED**  
Prepare staff overview and review presentation of the Balanced Literacy and assessment program with Guided Reading emphasis, vertical alignment, curriculum pacing, data analysis, assessment with student understanding and grading during opening of school welcome activities."  
Jun 01, 2018 to Aug 31, 2018 - Principal Curriculum Coordinator MTSS Coordinator/ DL Lead

### Status history



**COMPLETED** Oct 10, 2018  
**Evidence**  
Please refer to Welcome Back Presentation - August 27, 2018.

**NOT STARTED** May 14, 2018  
**Evidence**  
Completion of power point and Google PD Evaluation Forms in Google Classroom

**NOT STARTED**  
Complete SEL schedules to expand social emotional learning conferencing opportunities with the Balanced Literacy Program to include PATHS and R.O.A.R.S with accompanying materials."  
Aug 31, 2018 to May 31, 2019 - Principal Counselor SEL Lead Teacher

### Status history



**NOT STARTED** Oct 10, 2018  
**Evidence**  
K - 5 Teachers are implementing PATHS -  
Culture Climate Team is meeting monthly - Lyon Store and Lyon pAW Dollars are being used as student incentives.

**ON-TRACK** May 14, 2018  
**Evidence**  
Completion of SEL schedules by grade level.

**POSTPONED** Continue to attend training for PATHS program."  
Aug 22, 2018 to May 31, 2019 - Teachers

### Status history



May 14

POSTPONED

May 14, 2018

**Problem**

Completion of training

**Root Cause**

**Next steps**

COMPLETED

Provide staff, tutors and retired teachers, with instructional materials and schedules, to support the MTSS and Literacy Programs."

Jun 01, 2018 to Sep 30, 2018 - MTSS Coordinator / DL Lead Assistant Principal Curriculum Coordinator

### Status history



COMPLETED

Oct 10, 2018

**Evidence**

Schedules have been completed.

ON-TRACK

May 14, 2018

**Evidence**

Completion of schedules, staffing and necessary budget lines

NOT STARTED

Develop presentations and workshops for parents, especially LSC, PAC, and BAC, for further understanding of the Lyon Balanced Literacy Program."

Sep 03, 2018 to Sep 02, 2019 - Administrators Curriculum Coordinator

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of parent meetings

ON-TRACK

Develop a system to mentor and coach new DL co-teaching pairs as well as specifically holding PD for those co-teaching pairs. The main focus for the first year is going to be on grades K-2 and the second year is going to be a focus on 3-5. The PD will be led by Network 3 staff and two co-teaching pairs currently at Lyon."

Aug 01, 2018 to Jun 14, 2019 - Case Manager DL Lead DL teachers/Gen Ed Co-teachers

### Status history



ON-TRACK

Oct 10, 2018

**Evidence**

Focused has been shifted to include all three grade bands for DL Co Teaching classrooms.

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The administration is using all teaching faculty members as mentors for various components of the REACH Framework.

Mr. Perez is working with Ms. Hadac in regard to our 1st Grade Co teaching Team

Mr. Jackson is involving a consultant to support our 7th grade team.

Mr. Gabor is working with the 4th grade co-teaching team.

NOT STARTED

May 14, 2018

**Evidence**

Completion of Google PD Evaluation Forms in Google Classroom

ON-TRACK

Attend partnership meetings and develop parent volunteers. Continue to partner with our Parent Mentors in regard to primary Guided Reading through the

Northwest Housing Center."

Aug 06, 2018 to Jun 21, 2019 - Principal

## Status history

May 14

**ON-TRACK** May 14, 2018  
**Evidence**  
Completion of volunteer schedule and literacy assignments

**NOT STARTED** Develop after-school programs, with staff and instructional materials, to support student ELA needs."  
Oct 01, 2018 to May 06, 2019 - Administration Curriculum Coordinator

## Status history

May 14

**NOT STARTED** May 14, 2018  
**Evidence**  
After School schedule and completion of activities

**NOT STARTED**  
Designate a Curriculum Coordinator to provide support services, with instructional materials, to support the Lyon Balanced Literacy Program and the required CPS assessment program for all students."

Jul 02, 2018 to Jun 30, 2019 - Principal Curriculum Coordinator

## Status history

May 14

**NOT STARTED** May 14, 2018  
**Evidence**  
Completion of Curriculum Coordinator Literacy Staffing and schedules and purchase orders.

**NOT STARTED**  
Provide Technology staff, On-line programs and professional development, as needed, to support school-wide needs with aligned resources."  
Sep 03, 2018 to Jun 21, 2019 - Administrators Technology Staff

## Status history

May 14

**NOT STARTED** May 14, 2018  
**Evidence**  
Completion of staffing technology, completing purchase orders, and completed Google PD Evaluation Forms in Google Classroom

**NOT STARTED**  
Provide Diverse Learner Support Staff and instructional materials to support the Lyon DL Program."  
Sep 03, 2018 to Jun 21, 2019 - Administrators Diverse Learner Teachers Educational Support Personnel

## Status history

May 14

**NOT STARTED** May 14, 2018  
**Evidence**  
Completion of DL staffing, schedules, instructional materials orders and completed Google Evaluation Forms in Google Classroom. .

**ON-TRACK** Provide Counseling Staff and aligned materials to support student needs in regard to coping with trauma."

Sep 03, 2018 to Jun 21, 2019 - Principal Counseling Staff

## Status history

May 14

ON-TRACK

May 14, 2018

**Evidence**

Completion of Counselor Staffing with schedules and resources.

NOT STARTED

Provide professional development around NWEA / ELA data analysis and data informed instruction for our EL program. Lyon is to consider partnerships for the 2018-2019 school year with neighboring schools and the Office of Teaching and Learning."

Oct 01, 2018 to May 31, 2019 - Administrators Curriculum Coordinator Instructional Leadership Team

## Status history

May 14

NOT STARTED

May 14, 2018

**Evidence**

Scheduling and Completion od Data PD with Google Evaluation Forms in Google Classroom

NOT STARTED

Refine Mary Lyon Grading Policy and provide staff professional development and parent / community training for updates and changes from the 2016 - 17 grading policy."

Aug 27, 2018 to May 31, 2019 - Administrators Curriculum Coordinator Grade Level Lead Teachers Instructional Leadership Team

## Status history

May 14

NOT STARTED

May 14, 2018

**Evidence**

Completion of Lyon Grading Policy in school handbooks and planning of stakeholder meetings with PD completed Google Evaluations in Google Classroom

NOT STARTED

Provide consultant services to enhance the Balanced Literacy Program."

Jun 18, 2018 to Jun 21, 2019 - Administration

## Status history

May 14

NOT STARTED

May 14, 2018

**Evidence**

Completion of consultant services

NOT STARTED

The administration will work with middle school teachers to establish a common late/re-do assignment policy to improve student engagement, achievement and ON-TRACK rate."

Sep 03, 2018 to Dec 21, 2018 - Administration Middle School - 6 through 8th Grade Teachers

## Status history

May 14

NOT STARTED

May 14, 2018

**Evidence**

Formal implementation of specified plan and a reduction of late/missing work in the middle school.

NOT STARTED

Plan new FLEX based morning professional development times that can be used for vertical alignment to improve differentiated instruction, vertical communication within subject areas and build peer to peer trust across grade levels."

Aug 27, 2018 to Jun 21, 2019 - Administration Teaching Staff

## Status history

May 14

NOT STARTED

May 14, 2018

### Evidence

Completion of Schedules Meeting Agendas and Minutes

NOT STARTED

Establish an in-class intervention programs that will increase the Lyon on-track performance rate."

Oct 01, 2018 to May 31, 2019 - Administration and Support Staff

## Status history

May 14

NOT STARTED

May 14, 2018

### Evidence

Completion of schedules and ON-TRACK data.

NOT STARTED

Revise Lyon's Mentor teacher program to build differentiated instructional skills and strategies and increase leadership capacity, teacher collaboration and school culture."

Sep 10, 2018 to Jun 14, 2019 - Administration Staff

## Status history

May 14

NOT STARTED

May 14, 2018

### Evidence

Completion of Mentor Teacher Program

NOT STARTED

Provide funds for an assistant principal to support ELA / Math and English Learner programs."

Jul 02, 2018 to Jun 14, 2019 - Administration

## Status history

May 14

NOT STARTED

May 14, 2018

### Evidence

Hire an assistant principal

ON-TRACK

Establish a grade level procedure for the composition of new classes. Teacher input into classroom organization will provide improved communication on the Balanced Literacy program along with improving DL and EL student ELA needs. DL lead teacher, EL lead teacher and case manager will be part of this process."

Jun 03, 2018 to Aug 31, 2018 - Administration Teachers DL Lead Teacher EL Lead Case Manager

## Status history

May 14

ON-TRACK

May 14, 2018

**Evidence**

Completion of 2018-2019 School Organization

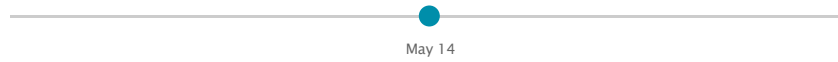
Strategy 2

NOT STARTED

Complete orders for Lyon CCSS Math Program and Go Math related materials from inventory of need."

Aug 06, 2018 to Sep 07, 2018 - Administrators Math Lead Teachers

Status history



NOT STARTED

May 14, 2018

**Evidence**

Purchase orders established

NOT STARTED

Review and incorporate CCSS-Math scope and sequence for new seventh grade gifted class."

Aug 06, 2018 to Aug 31, 2018 - Principal Gifted Teacher Team

Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of all gifted math curriculum maps

NOT STARTED

Prepare a presentation for K-8 implementation of CCSS grade level fluency skills and MARS tasks within the mathematics program."

Sep 24, 2018 to Mar 29, 2019 - Administrators Math Lead Teachers

Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of Google Evaluation Forms in Google Classroom

NOT STARTED

Provide PD in math for our Diverse Learning Math Program and the Lyon MTSS program and support it with necessary resources and staff."

Sep 03, 2018 to May 31, 2019 - Administrators MTSS Coordinator DL Lead

Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of MTSS math program with completed Google PD Evaluation Forms in Google Classroom

NOT STARTED

Provide a whole staff professional development session on the MTSS math program."

Aug 20, 2018 to May 31, 2019 - Principal DL Lead Math Lead Teachers

Status history



NOT STARTED

May 14, 2018

**Evidence**

Completed Google PD Evaluation Forms in Google Classroom

NOT STARTED

Schedule staff, tutors and instructional materials in the math support or intervention support programs."

Aug 06, 2018 to Sep 07, 2018 - Administration

**Status history**



NOT STARTED

May 14, 2018

**Evidence**

Completion of staffing, scheduling and necessary budget lines

NOT STARTED

Develop after school and in class-intervention programs with staff and materials to support the Math Program"

Oct 01, 2018 to May 31, 2019 - Administrators Teachers

**Status history**



NOT STARTED

May 14, 2018

**Evidence**

Completion of after school schedule and programs

NOT STARTED

Develop,with assigned budget, CCSS presentations or workshops for parents to further understand the Lyon Math Program"

Sep 24, 2018 to May 01, 2019 - Administrators Lead Math teachers

**Status history**



NOT STARTED

May 14, 2018

**Evidence**

Completion of parent Math presentations

NOT STARTED

Coach teachers, via the use of REACH Framework and consultants, on math practices, NWEA Math Vocabulary and Tru Dimensions The Mathematics Cognitive Demand Access to Mathematical Content Agency, Authority, Checks for Understanding and Identity Uses of Assessment"

Sep 03, 2018 to May 31, 2019 - Administrators

**Status history**



NOT STARTED

May 14, 2018

**Evidence**

Completion of REACH feedback

NOT STARTED

Provide Math Professional development with a focus on data analysis, data informed instruction, curriculum pacing, checks for student understanding, curriculum assessment and grading."

Sep 17, 2018 to Sep 17, 2018 - Administration, Math Coach, Consultant(s)

**Status history**





NOT STARTED

May 14, 2018

**Evidence**

Complete professional development sessions

ON-TRACK

Provide a part-time math coach to support The Lyon overall math program."

Jun 30, 2018 to Jun 28, 2019 - Principal Math Coach

### Status history



ON-TRACK

May 14, 2018

**Evidence**

Complete staffing of a math support position

NOT STARTED

Provide professional time and support for vertical articulation and planning for instruction for all grade levels to refine math units."

Sep 03, 2018 to May 31, 2019 - Principal Grade Level Teams

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of all grade level math units along with completed Google PD Evaluation forms in google Classroom

NOT STARTED

Provide professional development around Guided Math Practice and differentiated instruction - class coverage may be needed."

Sep 03, 2018 to May 10, 2019 - Administrators Teacher Teams Math Coach

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completed Google PD Evaluation Forms in Google Classroom

NOT STARTED

Provide algebra class for Lyon CCSS math program."

Aug 06, 2018 to Jan 31, 2019 - Administrators Math Coach

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of consultant services

NOT STARTED

Develop a system to mentor and coach new co-teaching pairs, with selected co-teaching models, for grades K-2. Provide differentiated Professional Development centered around for those co-teaching pairs and instructional practice. This will be implemented by network 3 support and two co-teaching pairs currently co-teaching at Lyon."

Aug 01, 2018 to Jun 14, 2019 - Case Manager DL Lead DL teachers/Gen Ed Co-teachers

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completed Google PD Evaluation Forms in Google Classroom

NOT STARTED

Establish intervention programs, both in-school and after school, that will increase the Lyon's on-track performance rate."

Sep 10, 2018 to May 13, 2019 - Administration Staff

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of Intervention Programs and increased on-track percentages.

NOT STARTED

Provide consultant services and workshops for enhancement of the Lyon Guided Math Program."

Aug 13, 2018 to Jun 07, 2019 - Administration Consultant Math Teachers

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of Consultant workshops

NOT STARTED

Provide professional development sessions to build capacity in NWEA math data analysis and data driven instruction."

Sep 03, 2018 to Jun 14, 2019 - Administration Consultant Teachers

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of data sessions, REACH observations and completed Google PD Evaluation Forms in Google Classroom

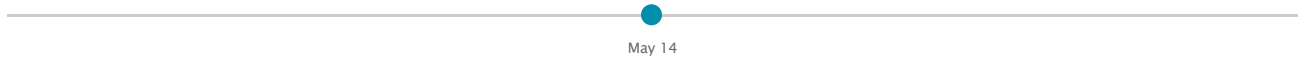
## Strategy 3

NOT STARTED

Enhance K-5 science program with the purchase of a science curriculum for all classrooms and grades in the K-5 band, along with a Science Expo of student projects including K-2 class projects"

Oct 01, 2018 to Apr 29, 2019 - Administrators Science Lead Teachers

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Purchase of NGSS aligned K-5 curriculum Completion of K-5 Science Expo

NOT STARTED

Enhance 6-8 science program, with the addition of the 3rd edition of the SEPUP text in classes which will help to create research opportunities in SEPUP curriculum with materials and support staff."

Dec 03, 2018 to Feb 01, 2019 - Administrators and Science Lead Teachers

### Status history



May 14

**NOT STARTED** May 14, 2018  
**Evidence**  
Purchase 3rd edition SEPUP Research projects in grades 6-8

**ON-TRACK** Provide in-school and after school access to technology for upper grade science projects and research."  
Oct 01, 2018 to May 03, 2019 - Administrators and 6-8 grade teachers

### Status history



**ON-TRACK** May 14, 2018  
**Evidence**  
Completion of 6-8 science projects

**NOT STARTED**  
Continue to provide opportunities for all staff to become endorsed in CPS's Sexual Health and wellness Policies and curriculum for the 2018-19 school year, along with consideration of hiring a special class teacher who is the primary Health instructor."  
Sep 03, 2018 to May 03, 2019 - Administrators and Teachers

### Status history



**NOT STARTED** May 14, 2018  
**Evidence**  
Completion of Training Hire Prep teacher for Health

**NOT STARTED**  
Complete the school-wide inventory of available science materials on a Google Shared Document. Locate the materials in a common shared space."  
Sep 03, 2018 to Oct 31, 2018 - K-8 Science teachers

### Status history



**NOT STARTED** May 14, 2018  
**Evidence**  
Completion of science inventory. Location of materials in common shared space.

**NOT STARTED**  
Provide necessary staff and resources for the k-8 Lyon Science Program, including new microscopes and professional development opportunities (K-5 and 6-8)."  
Aug 06, 2018 to Sep 28, 2018 - Administrators

### Status history



**NOT STARTED** May 14, 2018  
**Evidence**  
Completion of staffing Science purchase orders and completed Google PD Evaluation Forms in Google Classroom

### Strategy 4

**NOT STARTED** Staff EL language support tutors to enhance the TBE and TPI bilingual education programs."

Aug 27, 2018 to Sep 28, 2018 - Assistant Principal DL Lead

## Status history



May 14

NOT STARTED

May 14, 2018

**Evidence**

Schedules of EL support staff/tutors in place.

NOT STARTED

Provide adequate EL instructional materials for newcomer students in grades 3-8"

Aug 27, 2018 to Sep 28, 2018 - Assistant Principal Bilingual Teachers

## Status history



May 14

NOT STARTED

May 14, 2018

**Evidence**

Completion of bilingual instructional needs list and purchase orders.

NOT STARTED

Provide adequate language instruction materials in Spanish to support native language instruction for K-2 students."

Aug 27, 2018 to Sep 28, 2018 - Administrators and Bilingual Teachers

## Status history



May 14

NOT STARTED

May 14, 2018

**Evidence**

Spanish instructional materials and purchase orders.

NOT STARTED

Provide professional development for EL and ESL staff on Bilingual / ESL best practices, WIDA standards, ACCESS, and Balanced Literacy program."

Sep 03, 2018 to May 31, 2019 - Assistant Principal Bilingual Teachers

## Status history



May 14

NOT STARTED

May 14, 2018

**Evidence**

Completion of Google PD Evaluation Forms in Google Classroom

NOT STARTED

Provide professional development to EL and DL teachers on co-teaching models and effective use of NWEA and ACCESS data to drive instruction for EL students."

Sep 03, 2018 to May 31, 2019 - Assistant Principal Diverse Learning Teachers Bilingual Teachers

## Status history



May 14

NOT STARTED

May 14, 2018

**Evidence**

Completion of Google PD Evaluation Forms in Google Classroom

NOT STARTED

Hire a second assistant principal to support our EL, SEL, trauma response, and primary programs."

Jun 17, 2018 to Jul 02, 2018 - Principal

## Status history

May 14

NOT STARTED

May 14, 2018

**Evidence**

Completion of the hiring process.

NOT STARTED

Prepare ALL teachers, through professional development, to understand the requirements for a successful implementation of the CPS bilingual program at Lyon in order to meet the needs of EL students."

Jun 17, 2018 to May 31, 2019 - Assistant Principal

## Status history

May 14

NOT STARTED

May 14, 2018

**Evidence**

PD Agendas

NOT STARTED

Develop a consistent EL program that is consistent with CPS policy. Partner with Network 3 to support the certification of EL staff at Lyon."

Sep 03, 2018 to Jun 14, 2019 - Assistant Principal Staff Network 3

## Status history

May 14

NOT STARTED

May 14, 2018

**Evidence**

Completion of CPSapproved EL program

### Strategy 5

NOT STARTED

Provide professional development for Lyon's SEL program which includes PATHS. We will also provide PD with a focus on teacher conflict resolution and trauma informed classroom management skills,"

Aug 27, 2018 to Apr 26, 2019 - Administrators Teachers Counselors

## Status history

May 14

NOT STARTED

May 14, 2018

**Evidence**

Completed Google PD Evaluation Forms in Google Classroom

NOT STARTED

Provide staff and materials for in-school fine arts program"

Aug 27, 2018 to Jun 21, 2019 - Administrators and Fine Arts Teachers

## Status history

May 14

NOT STARTED

May 14, 2018

**Evidence**

Completion of schedules and purchase orders

NOT STARTED

Plan orchestra and quarterly recital and concerts"

Oct 01, 2018 to Jun 21, 2019 - Administration and Fine arts teachers

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of activities

NOT STARTED

Continue Garden and Kitchen Garden Community Programs with necessary materials"

Aug 06, 2018 to Jun 07, 2019 - Administrators School Partners

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of needs list and purchase orders

NOT STARTED

Complete extra-curricular arts programming to include dance, garden club, music theater, instrumental music and choral"

Aug 27, 2018 to Jun 14, 2019 - Administrators teachers

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of schedules and after school activities

NOT STARTED

Provide community events related to fine arts such as concerts, gardening work days, talent shows, and other collaborative efforts."

Aug 06, 2018 to May 31, 2019 - administrators and fine arts teachers

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of collaborative projects

NOT STARTED

Completion of all staffing with aligned resources to complete Mary Lyon's whole school child centered environment including all clubs, recess, sporting activities, after-school programs and attendance."

Jul 09, 2018 to Sep 28, 2018 - Principal Staff

### Status history



NOT STARTED

May 14, 2018

**Evidence**

Completion of school staffing and purchase of aligned resources

NOT STARTED

Establish relationships with outside organizations such as Dominican University and Mindful Practices to help build our teacher mentor-ship programs."

Jul 01, 2018 to Aug 31, 2018 - Principal Mentor teachers

## Status history

May 14

NOT STARTED

May 14, 2018

### Evidence

Establishment of teacher mentorship program with the help of outside organizations.

NOT STARTED

Retain retired counselors to strengthen our restorative justice discipline program, peer mentors and school safety and security staff to better serve our at-risk students."

Jul 01, 2018 to Aug 31, 2018 - Principal Staff

## Status history

May 14

NOT STARTED

May 14, 2018

### Evidence

Completion of hiring process.

NOT STARTED

Establish a formal teacher mentoring program to address teacher SEL concerns, better acclimate teachers to CPS, Lyon, and grade level expectations."

Aug 01, 2018 to Aug 31, 2018 - Administration SEL Lead CTU Representatives

## Status history

May 14

NOT STARTED

May 14, 2018

### Evidence

Establishment and implementation of formal teacher mentoring program.

NOT STARTED

"

Jun 01, 2018 to Aug 31, 2018 -

## Status history

May 14

NOT STARTED

May 14, 2018

### Evidence

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

state board of education.

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

## ESSA Program

### ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent and Family Plan

### Parent and Family Engagement Policy

Complete

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

The NCLB review takes place at the start of each school year in September as led by the Principal. The Parent Involvement Policy of the Mary Lyon School will adhere to the policies of the Federal Government, the State of Illinois, the city of Chicago, and the Network 3 Office. At no time will the Lyon School Policy usurp the authority of higher offices. The Mary Lyon School's Parental Involvement Policy will: 1. Engage parents in developing the school's Parent Action Plan; 2. Include parents in the process of school review and improvement; 3. Involve parents in planning and implementing activities to improve academic achievement, attendance rates, and school performance; 4. Build the school's and the parent's capacity for strong parental involvement; 5. Integrate involvement through existing programs including After School Programs; 6. Identify barriers to greater participation in parent and community activities; 7. Increase the percent of parents, compared to last year, who report excellent satisfaction with the school according to the school's Principal Performance and the School Quality Rating Progress Report (SQRP); and, 8. Evaluate strategies for greater parent involvement, all of which allow for the revision of the Parent Action Plan and Parent Involvement Policy as needed. It is the policy of the Mary Lyon Elementary School to involve the parents/guardians of its students to the maximum extent possible in the planning and developing of its instructional program. The Annual Title 1 Informational Meeting will take place September 2018, at 8:45 a.m. in the auditorium as led by the administration. The Annual Organizational Meeting will take place on October 17, 2018 at 8:45 a.m. in the auditorium. Consultants will be used to provide content for the meetings as well as guidance. Parents will be provided with training opportunities through workshops provided in English and Spanish. The parent workshops are designed to provide parents with strategies for improving student academics, behavior management, time management, and organizational strategies.

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

Mary Lyon School will provide parents with their child's Progress Reports on the 5th, 15th, 25th, and 35th weeks of school in addition to Report Cards provided on the 10th, 20th, 30th, and the last day of the school year. Benchmark Assessment results and NWEA results will be provided to parents three times per year for grades 3 - 8. NWEA results will be provided to parents three times per year for kindergarten through 2nd grade students.

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.

Opportunities for parents to participate regularly in meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of their children will be available each month at the LSC meeting. The school's Parent Advisory Council meetings will be held once a month. The school will respond to suggestions provided by the Parent Advisory Council at the LSC meetings to determine the programmatic impact of suggestions including budgetary and staffing implications.



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.

The results will be provided at Report Card Pick Up by the student's homeroom teacher. NWEA results will be provided 3 times per year.

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

Annual "State of Mary Lyon School" meeting will take place at the September and June LSC meetings as led by the Principal. Additional monthly parent involvement meetings will be led by the elected officials. Consultants will be used to provide content for the meeting.

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.

Mary Lyon School will provide parents with their child's Progress Reports on the 5th, 15th, 25th, and 35th weeks of school in addition to Report Cards provided on the 10th, 20th, 30th, and the last day of the school year. The Report Card data is rooted in the Common Core State Standards. Benchmark Assessment and NWEA results will be provided to parents 2 times per year. The results of the Benchmark Assessments and NWEA will indicate the student's mastery of the Common Core State Standards and Language Arts and Mathematics and the Common Core Curriculum. The results of the NWEA will indicate the student's mastery of the Common Core State Standards for English Language Arts and Mathematics. NWEA results will be provided to parents three times per year for grades K - 2. All parents will be provided with Internet resources (Parent Portal) for monitoring their child's progress.

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.

Parents will consult with staff during the September Open House and on Report Card Pick-Up Days for Kindergarten through 8th grades students. Parents will also connect with staff at the Fall, Winter, and Spirit Festivals. Parents may also meet with teachers from 8:30 am - 8:55 am or schedule a meeting during the teacher's preparation time. Parents may request appointments in person at the office, with a written note, or a phone call. Parents also have the option to consult with teachers through the CPS Parent Portal. Parents will have access to communication with the staff via telephone and email. Lyon School's LSC will provide all community members with monthly updates at their regular meetings.

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.

Volunteers who plan to work in the school for 3 or more hours per week will complete the CPS Volunteer On-line registration including a background check. Parents may volunteer in several ways: chaperone their child's class trips, judge the science fair, assist in ribbon-pinning and awards ceremonies, serve in the parent safety patrol, join the LSC, and participate in the Parent Advisory Committee and/or Bilingual Advisory Committee., join the Parent Mentor Program and follow our ROARS Community and Family Handbook.

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.

The school does not have a Pre-Kindergarten program, but will remain in contact with the neighboring Pre-Kindergarten providers. The school will continue to screen non-attending students to provide early intervention resources and to connect families with related service personnel to provide specialized educational services to children with disabilities, ages 3 - 5. In addition, families may request information about appropriate expectations for children's development.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

The school will provide parent communication in English and Spanish. The Spanish translation will be provided by the school's personnel and reviewed by the Principal. Communication will come in the form of letters and telephone calls using the Phone Dialer - Attendance Out-Calling System. Announcements will also be posted on the school's outdoor marquee as well as on the school's website

#### 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)

All checked.

### 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.)

Mary Lyon Elementary School will provide an environment for all students that will allow them to meet/exceed all goals and objectives in their educational careers. All students will be developed as a whole child in order to use all their talents and creativity in their roles as adults in the 21st century. The vision of the Mary Lyon Elementary School is to give all students the means, opportunity, and direction to achieve their academic potential in literacy, mathematics, and all content areas, and thus to be well rounded adults contributing to their society.

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

Parent-Teachers Conferences will be held at the end of the First and Third Quarters on Report Card Pick-Up Days. Additional conferences will be held as requested by the parent or the teacher.

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

Mary Lyon School will provide parents with their child's Progress Reports on the 5th, 15th, 25th, and 35th weeks of school in addition to Report Cards provided on the 10th, 20th, 30th, and the last day of the school year. The Report Card data is rooted in the Common Core Curriculum. Benchmark Assessment and NWEA results will be provided to parents 2 times per year. The results of the Benchmark Assessments and NWEA will indicate the student's mastery of the Illinois Learning Standards for English Language Arts and Mathematics and the Common Core Curriculum. The results of the NWEA will indicate the student's mastery of the Common Core State Standards for English Language Arts and Mathematics and will be indicated by a numeric level on the report card. NWEA results will be provided to parents three times per year for grades K - 2. Parents of student with disabilities will meet annually with their child's team of service providers to update the child's Individualized Education Plan. The school's counselor will be available to meet with parents of 8th grade students, as requested, to enable the High School Application and Registration processes.

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

Parents will consult with staff during the September Open House and on Report Card Pick-Up Days for Kindergarten through 8th grades students. Parents will also connect with staff at the Fall, Winter, and Spirit Assemblies. Parents may also schedule a meeting during the teacher's preparation time. Parents may request appointments in person at the office, with a written note, or a phone call. Parents also have the option to consult with teachers through the CPS Parent Portal. Parents will have access to communication with the staff via telephone and email. Lyon School's LSC will provide all community members with monthly updates at their regular meetings.

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.

Volunteers who plan to work in the school for 3 or more hours per week will complete the CPS Volunteer On -line registration including a background check. Parents may volunteer in several ways: chaperone their child's class trips, judge academic events, assist in ribbon-pinning and awards ceremonies, serve in the parent safety patrol, join the LSC, and participate in the Parent Advisory Committee and/or Bilingual Advisory Committee, join the Parent Mentor Program.

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

Parents will communicate with the child's teachers through conferences, monitor homework, assure daily attendance and provide encouragement and support for their child's attendance and academic achievement. Parents will have the opportunity to use the CPS Parent Portal to receive daily updates about their child's attendance and academic progress. Parents will attend the quarterly awards assemblies and the periodic festivals. Parents are requested to follow our Family and Community Handbook on ROARS. Parents will be provided with training opportunities through workshops provided in English and Spanish. The parent workshops are designed to provide parents with strategies for improving student academics, behavior management, time management, and organizational strategies.

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 attend Local School Council meetings each month, Parent and Bilingual Advisory Meetings, complete Parent Surveys and meet with teachers regarding the education of their children. Parents also have the option to consult with teachers through the CPS Parent Portal for academic and attendance concerns.

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 strive to have excellent attendance with fewer than 9 days of unexcused absences from school per year, complete homework assignments, participate in class, and engage in activities that support academic achievement. Students will access the CPS Student Portal to monitor their own academic and attendance achievement. All students will self-monitor their academic, social, and attendance achievement through feedback provided on their Report Card, Progress Report, and participation in quarterly awards assemblies. Students will have the opportunity to reflect on their own progress by participating in conferences with their teachers.

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.

To nurture parental involvement and development by providing workshops in line with the school's priority goals. Parent and Guardian Classes will be offered for technology and computer usage. We will also offer classes with guest speakers to help with academic stress such Parent Workshops.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ 1000 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1000 .00
54125	<b>Consultants</b> 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)	\$ 7002 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
<p>54565</p>	<b>Reimbursements</b> 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>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$ Amount .00

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53306     **Software**  
Must be educational and for parent use only.

\$	Amount	.00
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55005     **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	Amount	.00
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