Harriet E Sayre Elementary Language Academy / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/06/2018	Kim Jordan, Nick Charmelo, Kay Ragozzinno, Victoria Brown, Tara Exarhos, Kathleen Del Monico	Data collection tools

Date	Participants	Topic
03/13/2018	Kim Jordan, Kay Ragozzino, Victoria Brown, Tara Exarhos, Kathleen Del Monico	Observation walk-through tool and schedule
03/27/2018	Kim Jordan, Kay Ragozzino, Victoria Brown, Katie Smiljanich, Nicholas, Merrilyn Martin, Christina Adelman, Tara Exarhos, Kathleen Del Monico	Conducting Classroom walkthrough
04/03/2018	Kim Jordan, Kay Ragozzino, Victoria Brown, Katie Smiljanich, Nicholas, Merrilyn Martin, , Tara Exarhos, Kathleen Del Monico, Anne Donatelli, Folasade Adekunle	SEF Framework rating
04/04/2018	Kim Jordan, Merrilyn Martin, Victoria Brown, Nicholas Charmelo, Tara Exarhos, Kathleen Del Monico, Anne Donatelli, Folasade Adekunle	SEF Framework rating and Goal Setting
04/09/2018	Tara Exarhos, Victoria Brown, Kay Ragozzino, Nick Charmelo	Strategies and Goal Setting
04/17/2018	Tara Exarhos, Victoria Brown, Kay Ragozzino, Nick Charmelo, Katherine Del Moncio, Kim Jordan, Katie Smilanich,	Creating Action Items
04/18/2018	Victoria Brown, Tara Exarhos, Kim Jordan, Nick Charmelo	Finalizing Action Items and Fund Compliance

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 **2** 3 4

> Clear focus was set at BOY PD- providing high quality Tier 1 expectations. Teachers receive support during GLT on how to efficiently use instructional block to execute instruction. While an instructional focus was attempted, more work around how to live our vision is needed. This year's schedule was created to promote collective responsibility. Middle grade teachers instruct students at different grade levels, primary teachers also support learning with different groups of kids in an increase in academic support programs after school.

Guide for Leadership & Collective Responsibility

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

- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 **2** 3 4

> The ILT is functioning as an effective team in that it meets regularly, the meeting is guided by agendas and norms are adhered to. The ILT has been developing their leadership capacity and engage in deep data diagnosis that reveal root causes of instructional and culture problems of practice at Sayre. The ILT has begun to collect and review data, and exchange ideas. Growth edges include proposing and implementing solutions that directly impact quality of teaching and student outcomes.

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Professional Learning:

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

Score

1 **2** 3 4

> There are structures in place to ensure professional learning. The bulk of learning happens in grade level meetings and some leadership team meetings. Teachers also engage in collaboration during the 2nd quarter of the 2017-20018 school year, weekly and bi-weekly. Outside PD sources are secured to improve understanding around grading and assessment practices and to address adult SEL. Learning implements components of adult learning such as modeling, active learning and safe practice.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Aligned Resources:

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

Score

1   2   **3**   4

> Time, (scheduling, teacher collaboration time),and funds were allocated this year to promote school priorities. Teachers were given collaboration time and students afforded exposure to the arts and other enrichment opportunities. Books were purchased for expansion of book room, including resources for ELs and DLs. Math curricular resources were purchased to align curriculum K-8. Resources were also purchased for the adoption of Engage NY in ELA. Supplemental resources to address building of skills were purchased e.g IXL ELA, Math and Science, Moby Max. Tutoring was also provided for Primary and Middle School students. Teacher retention is also a growth edge as we continue to work to recruit and maintain quality staff members.

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

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

Expectations for depth & breadth of Student Learning

Curriculum:

Score

1 2 **3** 4

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.

A variety of curriculum is available to engage students in learning. For mathematics, we have a K-8 Envision Math curriculum with the PearsonRealize online component allowing the students and teachers access to resources. Middle grade students are receiving intervention blocks where they are offered a variety of academic classes to create challenging experiences at their grade level including Algebra and Pre-Algebra and Elevate Math. Reading teachers in 3rd - 8th grade have Engage New York. ELA teachers have access to books, but aligning the reading resources to best meet our student needs is a priority. Many teachers have curriculum maps, and pacing guides. All teachers have opportunities to plan with their grade level teams, as well as content specific colleagues.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Instructional Materials:

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

Score

1   2   **3**   4

> Instruction and MTSS
> Instructional Technology Programing to support students learning needs and bridge academic gaps. (IXL, Moby Max, Elevate Math, Raz Kids, Tutor Mate)
> Close Reading Text Books
> Intervention Periods for 5-8
> Science Curriculum
> PD around Instruction
> Supports for students who are performing below grade level
> Substitute (Mr. K) to provide supports for off track students
> Dominican Students who provide supports for students
> Program to help schedule students
> Reading Program to develop a culture of readers
> Summer Academic Programing
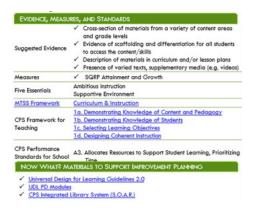> Create a Progress monitoring system Offer Algebra after school
> Common Core Progress Books

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
    - Are selected and adapted based on learning objectives and learner needs.
    - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
    - Student outcomes and developmental appropriateness determine when and who will use the materials.
    - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
    - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
    - Materials are in English and native language for English learners.
    - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
    - Students interact with instructional materials to engage all modalities in the learning process.
    - Technology is integral to students learning experiences.
    - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
    - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.

- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> Based on peer observation walk throughs and examination of lesson plans, staff moving toward including rigorous student tasks. There was also evidence of some student discourse; small group (focused instruction); and high learning expectations. However, more consistency across classrooms is a goal for the school. School-wide there needs to be greater emphasis on using problems that require evidence of reasoning and critiquing possible solutions.

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

- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

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

Transitions, College & Career Access & Persistence:

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

Score

1 **2** 3 4

> Sayre is currently implementing algebra/pre-algebra/ intervention periods. Sayre offers enrichment courses weekly during Community Learning Days, which include music, dance, cooking, fine and visual arts. We have an active student council that focuses on leadership and peer mentoring skills, as well as encouraging student voice. 7th and 8th grade attend a high school fair to explore secondary school options. Moving forward, we plan to have students participate in high school shadowing days; younger student also participate in high school fairs and conversations about high schools; and to expose students to more career options and pathways through career fairs.

Guide for Transitions, College & Career Access & Persistence

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

communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1 **2** 3 4

> A learning walk was conducted by members of the ILT on 3/20. A summary of the activities is as follows: There was evidence of small group instruction (25%). The tasks students were engaged in varied, with some being cognitively demanding (25%). There was some evidence of high quality instruction that reflected strong communication, strong questioning practice and engaging students in thinking. Trends in observation data show that there is a range of the use of the instructional block. Some classroom maximize (25%) the full block while a significant loss of instructional time is evident in other classrooms. There is also some evidence of the need for planning time and how to maximize the instructional block.

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
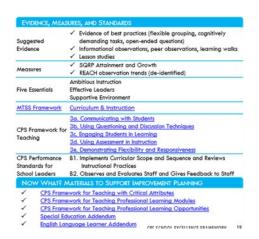
questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students 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

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

> In our weekly updates (bulldog blotter) there is a continuous reference to grading policies and procedures indicating the need for corrections. After reviewing teacher lesson plans and assessments, they were varied. The accommodations for diverse learners were infrequent. On the plus side, our grade level agendas include analyzing data; conversations around assessments and high quality questioning throughout the lesson. We have implemented a k-8 Pearson math curriculum that aligns assessments and includes supports for diverse learners. We have also implemented Engage NY for our literacy needs.

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

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Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
    - Empower student to advance their learning.
    - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
    - Classrooms are student-centered with student agency.
    - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
    - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students

have low grades and poor attendance.
- ○ **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- ○ **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- ○ **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

Score

1 **2** 3 4

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

When it comes to shared belief in hard work, a survey given to the students that modeled the 5-E survey showed that 82.7% of students agree that their classes make them think, 88.3% of students agree that they are learning a lot (96.5% in lower grades), and 96.8% of student agree that their teachers want them to become better thinkers. This would suggest that students are coming here to learn and that the teachers are being rigorous with their work. In addition, 97.5% of lower grade students think it is important to come to school everyday which would suggest that students value school at Sayre. When asked about more abstract thinking, 45.8% of students believe that they discuss connections between reading and real life less that once or twice a month and 51.1% of student believe that they discuss how culture, time, and place affect an author's writing. This would suggest that there is growth needed in teacher practice to encourage more abstract thinking.
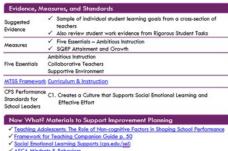
As far as high learning expectations, student data showed that 96.1% of students agree that their teachers expect them to work hard (99.5% in lower), 96.8% of students agree that teachers expect them to do their best all of the time (98.7% lower), and 89% of students agree that teachers are willing to provide extra help on schoolwork. This data suggests that students believe their teachers expect high quality work and that they are willing to go above and beyond to get students where they need to be. However, 38.3% of students feel they are challenged in their classes once in a while to never, 55.8% of students feel they are asked difficult questions in class once in a while to never, and 44.5% of students say they have to explain how to solve a problem in class. This evidence suggest that despite students believing teachers expect them to work hard, students may not be getting asked high quality questions frequently and may be receiving low DOK level work. This would suggest that teachers need to expose students to more higher order thinking skills.

For student ownership, only 82.9% of students create their own math problems for others to solve less than once or twice a month. In lesson plans, student self and peer-to-peer assessment is not frequently apparent. As far as feedback goes, students and parents are updated on grades at least once a week with at least one grade. The frequency of completion of this data is unknown.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 **2** 3 4

Sayre has recently undertaken numerous steps to foster relational trust between teachers and students. Teachers have received professional development on the Capturing Kids Hearts approach, and the vast majority of teachers have created a classroom contract with their students based on the process. Some teachers also use the questioning technique and consequence sequence recommended by the program. Teachers have received limited training on the use of restorative justice techniques and restorative justice circles, and some teachers are implementing those practices.

The 2017 5-Essentials Survey reported weak levels of student to teacher trust. However, an internally administered survey for grades 4-8, and a separate, simplified, survey for K-3 students taken this past month by students finds exceptionally high rates of student-teacher trust, with an overwhelming majority of students agreeing that their teacher cares about and likes them, their teacher treats them with respect, and their teacher provides help when needed across all grade levels.

Sayre has worked to improve peer interactions by offering a quarter long class in social and emotional learning for all students, where students learn and practice self-management, decision-making and relationship building skills. Some classrooms utilize the Calm Classroom program, which helps students focus and relax during the school day, and which teaches students self-calming techniques they can use whenever necessary. A staff member facilitates restorative justice conversations between students who are experiencing conflict with one another. In addition, the school has taken steps to train students and to begin implementing a peer conflict resolution and mediation program.

Relational trust between staff and administration has improved significantly. On the 2017 5-Essentials survey, teacher to principal trust was categorized as neutral, but showed an extremely big jump from the prior year. New practices implemented this year to foster this form of trust include weekly check-ins with staff at grade level meetings; use of surveys by administration to solicit teacher feedback on how to improve aspects of teaching life at Sayre, and then concrete actions taken by administration in response to that feedback; and a shared leadership structure with a large proportion of staff serving on the ILT or PPLC committees and most staff leading or participating on a variety of other school committees .

Levels of teacher-to-teacher trust were also categorized as neutral, but mostly positive, in the last 5-Essentials Survey. Collaborative practices was very weak, but concerted effort has been made to create opportunities for staff to collaborative with one another this year. All grades have regular collaborative planning time while students are engaged in enrichment activities. In addition, more planning time has been incorporated in weekly grade-level meetings.

Score-2 (b/c implementation (CKH, Calm Classroom,SEL instruction; restorative justice) is not yet consistent nor deeply embedded enough in practice to give a 3 at this time and we need to see more growth on the officially recorded 5-E survey this year).

Relational Trust Evidence:

5-e 2017 survey results:

Between staff: collaborative practices- very weak- 8; collective responsibility- weak- 21; school commitment- weak (but big growth)- 35; collaborative teachers- weak- but big growth- 31; teacher teacher trust- neutral- 49; teacher-principal trust- neutral but big jump- 42; student teacher trust- very weak- 16

K-3 and 4-8 climate survey 2018 results

K-3:

Questions 8: helps me when I need help (91.75% yes); my teacher likes and cares about me (93.75% yes); my teacher treats me with respect (96% yes); I like coming to school (77% yes)

4-8 survey questions:

When my teachers tell me not to do something it's for a good reason- 90% agree

I feel safe and comfortable with teachers at this school- 92% agree

My teachers keep their promises- 82% agree

My teachers treat me with respect- 85% agree

Discipline data- need data still- student logger/verify and school discipline data on suspensions, detentions, etc.

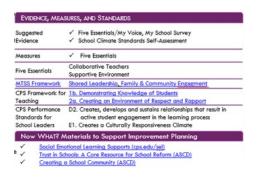Practices: restorative justice process

Curriculum: calm classroom; SEL specialty class/second step; capturing kids hearts; CHAMPS

Professional development related to curriculum

Changes in practices related to collaboration time- CLD etc.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

> Sayre offers a wide range of extracurricular activities including after school academic or enrichment classes, athletics, and student council. Sayre has partnered with community groups to offer Community Learning days, where students have opportunities to select learning activities connected to student interests. Some middle school students are members of Peer Conference team where they mediate student disagreements. Members of the Student council are active in creating policy to encourage positive student behaviors and act as
> Students in middle grades regularly participate in Turn and Talks, debates to allow students opportunities to to voice their opinions while respecting the opinions. Students also have the option for three quarters of after school activities including gardening, bead making, dance, etc. In spite of the programs and opportunities involved for engagement at the school level, little praxis is involved when it comes to projects that involve an/or impact the community. In addition, students rarely make concrete decisions on their own about the school life here. There is also little focus on local and federal politics.

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

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

Rating 2

5 E Survey from 2017 reports that about 42% of stdents feel mostly safe
5-8 School Climate Survey from 2018 reports that we are are improving in how safe students feel in school
K-3 School Climate Survey from 2018 reports that 64% feel safe in the hallway, 63% feel safe in the bathroom, and 60% feel safe at recess
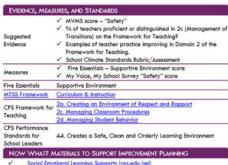
Examples-
Detention
Coach Hakim
SEL
Behavior Reflection forms

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)

- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1   2   3   4

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

> Role of Coach Hakim and Martin
> Ben from the Network coming in to model for the staff and meet with individual teachers
> In school detention/suspensions
> Reflection Sheets
> Student Logger
> Counselor and Coach Hakim presentation of Restorative Practices to Staff
> https://drive.google.com/drive/folders/0B9pQjRIV3ouORHVyWjBaZDdmNkU
> Student Council- peer mediation
> Social Contract and Classroom Expectations displayed
> Capturing Kids' Hearts- shaking kids hands
> Detentions served in December-February
> https://docs.google.com/spreadsheets/d/1ISwhTNdkLN2NC9v2X___P_pTRNDSXk5ESj09x29KJnc/edit#gid=1236054708
>
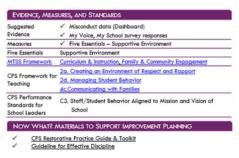>
> Need training for de-escalation of students

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1 **2** 3 4

Monthly BAC and PAC (?) meetings
Saturday Parent Workshop with childcare
Open House with opportunity to register for Parent Portal with support
Math and Science Night
Reading Night
Grade Level Principal Meetings to inform parents to communicate attendance expectations and incentives, grades, High school application process, behavior, assessment scores, promotion policy, homework importance, Parent/Student Handbook, NWEA and Dibels data
Parent volunteer opportunities: Hot Chocolate Run, Field Trips, Mattress Sale, Taste of Soul, School Dances, Fall Festival

Parent Report
http://schoolreports.cps.edu/Parent-Guardian_Surveys_2017/SAYRE_610158_MVMSParentSurveyResults_2017.pdf
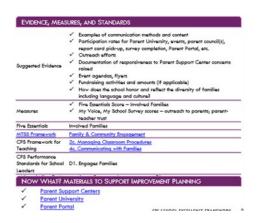
Guide for Parent and Family Partnership
- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.

- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - ○ **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - ○ **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - ○ **Provide proactive communication (e.g. parent handbook and resources).**
  - ○ **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

2	Expectations for Quality & Character of School Life: Culture for Learning	1 **2** 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	54.00	70.00	67.00	75.00	78.00
National School Growth Percentile - Math					
The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	13.00	39.00	68.00	45.00	48.00
% of Students Meeting/Exceeding National Ave Growth Norms					
The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	48.10	55.60	63.00	60.00	64.00
African-American Growth Percentile - Reading					
The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	42.00	56.00	61.00	65.00	68.00
Hispanic Growth Percentile - Reading					
The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	54.00	75.00	63.00	75.00	77.00
English Learner Growth Percentile - Reading					
School demographics does not support this data point.	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					

The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	27.00	2.00	35.00	15.00	18.00

African-American Growth Percentile - Math

The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	20.00	18.00	62.00	25.00	30.00

Hispanic Growth Percentile - Math

The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	13.00	43.00	65.00	55.00	58.00

English Learner Growth Percentile - Math

School demographics does not support this data point.	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	25.00	1.00	38.00	10.00	15.00

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

The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	57.00	63.00	78.00	70.00	75.00

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

The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	46.00	41.00	81.00	50.00	55.00

National School Attainment Percentile - Reading (Grade 2)

The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	80.00	70.00	56.00	75.00	78.00

National School Attainment Percentile - Math (Grade 2)

The student outcome trends from 2016- 2017 do not reveal a growth trend that is replicable in an academic school year. The 2018-2019 student outcomes is informed by data analysis guidance provided by the Network.	82.00	71.00	76.00	75.00	78.00

% of Students Making Sufficient Annual Progress on ACCESS

ACCESS is no longer a normed assessment in CPS	44.10	(Blank)	44.10	44.10	44.10

Average Daily Attendance Rate

Sayre's actual attendance rate for the 2017-2018 school year of 94.70 fell 1.3% behind our goal of 96%. For this reason, we are looking to secure a solid 95% attendance rate for the 2018-2019 school year and move to a 96% for the 2019-2020 school year.	95.00	94.70	96.00	95.00	96.00

My Voice, My School 5 Essentials Survey

Not yet organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

If we ensure cohesive, balanced, and engaging literature and math instruction and provide learning experiences appropriate for students at all levels. If teachers engage in reading and math instruction that implements the shifts required by CCSS and NGSS and engage in consistent checks for understanding.

...then we see...

-Teachers implementing structured instructional blocks that promote the urgency of learning and uses the gradual release model to ensure transfer of knowledge.
-Teachers routinely engaged in collaborative reflection around their instructional practice
-Students receiving equitable access to concepts
-Students engaged in daily discussions to process their learning objective
Teachers collaborate on the analysis of student work and refine and strengthen our curriculum
-Aligned and comprehensive literacy instruction and assessment with scaffolded and explicit instruction of skills and strategies for all learners across grade levels.

...which leads to...

Increased levels of student engagement Student growth evidenced through improved performance from BOY to EOY on Fountas and Pinnell reading levels, students showing mastery on school-wide formative assessments, improved student performance outcomes on NWEA, improved GPAs and writing progress

Tags:
Academic targets, Academic acheivement, Instuction

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

Action step	Responsible	Timeframe	Status
Create Professional Learning calendar for staff members for the 2018-2019 school year	ILT	May 7, 2018 to Jun 30, 2018	Not started

Professional Learning, Plc, Grade level

Professional Development around daily schedules and routines (both in the classroom and school-wide activities)	ILT to research/present to all staff members	Jul 1, 2018 to Aug 31, 2018	Not started

Scheduling, Respect and rapport, School wide norms, Restorative climate

ILT will determine level of supports for teacher teams around instructional blocks.Based on tiers, teachers will engage in a variety of learning opportunities (coaching, peer observations, resource as learning) to improve implementation of structured instructional blocks	ILT and Teacher Teams	Aug 27, 2018 to Nov 1, 2018	Not started

Resources, Coaching supports, Insructional coaching

dents' learning inventory and purchase resources to align with students and instructional needs (resources for inquiry, whole group sets and small text sets to support understandings).	Admin	Jun 30, 2018 to Sep 4, 2018	Not started

Instruction, Resources, Student learning

Implementing tiered and standards aligned formative assessment and performance tasks	ILT and Teacher Teams	Aug 27, 2018 to Jun 30, 2019	Not started

Formative assessments, Performance management sessions

| Purchase Sadlier iProgress for question bank to create weekly standards-aligned checks for understanding. | Admin | Mar 1, 2018 to Jun 30, 2018 | Not started |

Check for understanding, Instructional material, technology, supplemental material, funds, purchase

| Creating weekly grade level tiered and standards aligned formative assessments | ILT | Jul 1, 2018 to Aug 24, 2018 | Behind |

Document student progress, Formative assessments, benchmarks, Assessment tools

| Ongoing reflective conversations on new and continued instructional practices (instructional blocks, assessments, discussions) | ILT, Teacher Teams | Aug 27, 2018 to Jun 30, 2019 | Behind |

Professional development, Instruction blocks, Instructional routines

| Professional Development on facilitating equitable discussions with students (explicitly taught routines discussions focused on processing objectives | ILT | Aug 27, 2018 to Jun 30, 2019 | Behind |

Student to student discourse, School wide norms

Strategy 2

If we do...	...then we see...	...which leads to...
Create a culture of learning that conveys high expectations for learning and encourages students to take ownership in their learning, while developing a growth mindset in the building. If we implement a student support system that incorporates feedback, reflection, revision and celebration.	-a culture where academics are celebrated and students take ownership of learning. -teachers engaged in cycles of feedback. -students developing executive functioning skills. -a culture of reflection and improvement. -a school culture that celebrates growth.	-an increased student interest in academics, less students off track, higher attendance rates, and fewer discipline referrals. -more self-reflective, aware students with established paths for student growth and improvement.

Tags:
Teacher reflection, Growth mindsets, Student reflection, Learner ownership

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Introduce a student support system that teaches students to establish learning and behavior goals each month.	Teacher teams, School Support Staff (BHT, admin, security)	Sep 10, 2018 to Jun 18, 2019	Not started

Goal setting, Exepctations and goals

| Students weekly reflect on their learning goals, progress, and action items. Students will update portfolios, discuss attendance, and reflect on behaviors using resources such as capturing kids hearts. | Teacher teams, School Support Staff (BHT, admin, security | Sep 10, 2018 to Jun 18, 2019 | Not started |

Student portfolio, Student reflection, Student responsiblity

| Teachers will engage in quarterly feedback cycles with students to review learning and behavior goals, student data and next steps | Teacher teams, School Support Staff (BHT, admin, security | Sep 10, 2018 to Jun 18, 2019 | Not started |

Teacher-student conference, Student accountability

Budgetary considerations will be allocated to provide sub coverage to implement student feedback sessions.	ILT and Admin	Sep 10, 2018 to Jun 18, 2019	Not started

Budget, Substitute teachers

Secure external Professional Learning for teacher and admin around improving student motivation.	Administration	Sep 10, 2018 to Jun 18, 2019	Not started

Motivation, Social emotional learning, External partners

Use Math Coach to Set up IXL and other academic competitions throughout the year to recognize academic achievement. Monthly content area celebrations (IE, Mathematician of the month) will be displayed and announced monthly during a designated announcement time.	Math Coach, teachers, Administration	Nov 26, 2018 to Jun 18, 2019	Behind

Student achievement, Structures to celebrate behaviors that reflect the values

Provide grade level time for teachers to connect content to student interests to increase student engagement in learning.	All teachers	Sep 10, 2018 to Jun 18, 2019	Behind
Community Learning Days for K-4 and 5-8 to engage students in enrichment activities based on a variety of student skills and interests. Activities will be a combination of community supports and purchased providers.	Administration, Community Providers	Oct 15, 2018 to Jun 19, 2020	Behind

Student enrichment, Community partnerships, Arts enrichment

Strategy 3

If we do...	...then we see...	...which leads to...
Identify clear restorative procedures and practices. Develop a continuum of interventions and logical consequences that address the root cause of the behavior and align with MTSS processes.	Teachers engaging in practices that restore the classroom culture; Students engaged in improved choice-making and emotional regulation; organizational implementation of consistent systems that streamline communication and addresses school-wide behavior trends.	fewer students off track, decreased behavior referrals, students feeling safer in the building and higher scores on the my voice, my school student and teacher surveys.

Tags:
Climate and Culture, Restorative practices

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Designate a staff member (teacher, admin, dean) as the restorative practices coordinator. Who is responsible for leading and managing consistent response to all behaviors and communicating with parties involved.	teacher, dean,admin, as decided by administration	Jun 20, 2018 to Aug 31, 2018	Not started

Behavior and Safety, Staff development

Continue developing and implementing peer mediation program.	Student Council	Jun 18, 2018 to Jun 20, 2018	Not started

Peer mediation

Ongoing Professional Development on Capturing Kids Hearts for returning teachers, as well as new teacher training.	Administration Teachers	Aug 20, 2018 to Aug 29, 2018	Not started

Culture and climate, Staff development

Create a reentry plan for students removed from classes. (including suspensions)	Counselor Admin Caseworker Restorative Practices Coordinator	Aug 27, 2018 to Aug 31, 2018	Not started

Behavior support plan

Revamp the traditional Ice Cream Social and set up Grade Band Meetings with parents and students to address school-wide expectations.	Admin Teachers	Aug 27, 2018 to Aug 31, 2018	Not started

Parent engagement, Expectations and goals

Create a tiered SEL program to meet the needs of all our students.	Counselor Administration	Aug 27, 2018 to Jun 21, 2019	Not started

Sel curriculums, Sel support

Plan a back to school Kick-Off to inform all students and teachers of the school wide expectations. School wide expectations will be introduced to mid year transfer students by a counselor.	ILT	Jun 20, 2018 to Aug 27, 2018	Not started

Academic expectations, Community involvement, Clear expectations, Expectations for quality & character of school life: culture for learning

Create system for managing incidents, behavior interventions, and communications.	Dean/Restorative Practices Coordinator	Jun 20, 2018 to Aug 31, 2018	Not started

Classroom management, Behavior management

Strategy 4

If we do...	...then we see...	...which leads to...
Gather accurate and reliable data (diagnostic, portfolio data, survey data and progress monitoring) and we engage instruction with varied intensities that provide access points for all learners	Teachers using data to make meaningful and increasingly intensive tiers of support 2. Teachers implementing differentiation in small groups, task modification or varied assessment opportunities. Teachers managing and monitoring data consistently to ensure that the system of supports in place is working and 3. Small group instruction; differentiated/leveled work for students	Marked gains in growth for targeted students and African American and Diverse Learner subgroups, reflected in increased GPA; meeting of growth targets on standardized tests, improvements in grade level formative assessment; and decreases in school-wide failure rate/more students on track. Improved attendance rates. Appropriate levels of additional services provided when needed. Teachers having full knowledge of students and what is necessary to ensure their individual success. Decrease in discipline issues and a positive learning environment observed.

Tags: Area(s) of focus:

Data driven instruction, Student achievement, Student centered   4

Action step	Responsible	Timeframe	Status
Create progress monitoring routines for DL and MTSS tier 2 & tier 3 students using Fountas and Pinnell and the Benchmark Assessment Systems (BAS).	Admin, DL and Gen Ed teachers	Oct 5, 2018 to Nov 9, 2018	Not started

Progress monitoirng, Benchmark assessment, Mtss data, Mtss teir 2-3

Action step	Responsible	Timeframe	Status
Open discussion with providers at grade level meetings about what is working and areas of improvement to move a student to tier 3	Classroom teachers, SPED teachers and case manager	Sep 17, 2018 to Jun 15, 2020	Behind

MTSS, Discussion, Tier 3

Action step	Responsible	Timeframe	Status
Teachers and providers/case manager will collaborate at grade level meetings every five weeks to check on progress	DL Teachers, Gen Ed Teachers and Case Manager	Oct 2, 2017 to Jun 10, 2019	Behind

Teacher Teams/Collaboration, Collaborative planning, Mtss coordinator

Action step	Responsible	Timeframe	Status
Create opportunities to leverage community partnerships with Dominican University and other outside resources to develop miscelaneious positions to aide in creating an intervention period by instituting innovating scheduling for students by their F&P and BAS reading levels and math levels according to NWEA RIT by goal.	Admin,	Sep 10, 2018 to Jun 15, 2020	Behind

Community partnerships, Evidence-based interventions

Action step	Responsible	Timeframe	Status
Implement beginning of the year PD to model the use of diagnostic tools to gather information about students as well as teachers receive PD on differentiated, small group instruction and strategies aligned to student learning for varied learning styles and for specific grade bands.	ILT, DL and Gen Ed teachers and Case Manager	Aug 27, 2018 to Jul 15, 2019	Behind

Professional development, Differentatied instruction, Smalll group instruction

Action Plan

Strategy 1

NOT STARTED   Create Professional Learning calendar for staff members for the 2018-2019 school year"

May 07, 2018 to Jun 30, 2018 - ILT

Status history

Apr 30

NOT STARTED   Apr 30, 2018
                 Evidence
                 2018-2019 Professional Learning Calendar

NOT STARTED

Professional Development around daily schedules and routines (both in the classroom and school-wide activities)"

Jul 01, 2018 to Aug 31, 2018 - ILT to research/present to all staff members

Status history

Apr 30

NOT STARTED

Apr 30, 2018
Evidence
Beginning of year PD agenda 2018-2019 PD Calendar Structures evident in Lesson Plans Posted Daily Learning Agendas Classroom Observations

NOT STARTED

ILT will determine level of supports for teacher teams around instructional blocks.Based on tiers, teachers will engage in a variety of learning opportunities (coaching, peer observations, resource as learning) to improve implementation of structured instructional blocks"

Aug 27, 2018 to Nov 01, 2018 - ILT and Teacher Teams

Status history

Apr 30

NOT STARTED

Apr 30, 2018
Evidence
Teacher self-assessment survey Planning resources folder Coaching documents

NOT STARTED

dents' learning inventory and purchase resources to align with students and instructional needs (resources for inquiry, whole group sets and small text sets to support understandings)."

Jun 30, 2018 to Sep 04, 2018 - Admin

Status history

Apr 30

NOT STARTED

Apr 30, 2018
Evidence
As needed

NOT STARTED

Implementing tiered and standards aligned formative assessment and performance tasks"

Aug 27, 2018 to Jun 30, 2019 - ILT and Teacher Teams

Status history

Apr 30

NOT STARTED

Apr 30, 2018
Evidence

NOT STARTED

Purchase Sadlier iProgress for question bank to create weekly standards- aligned checks for understanding."

Mar 01, 2018 to Jun 30, 2018 - Admin

Status history

Apr 30

NOT STARTED

Apr 30, 2018
Evidence

BEHIND

Creating weekly grade level tiered and standards aligned formative assessments"

Jul 01, 2018 to Aug 24, 2018 - ILT

Status history

Apr 30

BEHIND | Apr 30, 2018
Problem
Root Cause
Next steps

BEHIND | Ongoing reflective conversations on new and continued instructional practices (instructional blocks, assessments, discussions)"

Aug 27, 2018 to Jun 30, 2019 - ILT, Teacher Teams

Status history

Apr 30

BEHIND | Apr 30, 2018
Problem
Built in reflection time to ILT, GL, and Professional Development agendas
Root Cause
Next steps

BEHIND | Professional Development on facilitating equitable discussions with students (explicitly taught routines discussions focused on processing objectives"

Aug 27, 2018 to Jun 30, 2019 - ILT

Status history

Apr 30

BEHIND | Apr 30, 2018
Problem
Root Cause
Next steps

Strategy 2

NOT STARTED | Introduce a student support system that teaches students to establish learning and behavior goals each month."

Sep 10, 2018 to Jun 18, 2019 - Teacher teams, School Support Staff (BHT, admin, security)

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
Student Goal Setting Sheets

NOT STARTED | Students weekly reflect on their learning goals, progress, and action items. Students will update portfolios, discuss attendance, and reflect on behaviors using resources such as capturing kids hearts."

Sep 10, 2018 to Jun 18, 2019 - Teacher teams, School Support Staff (BHT, admin, security

Status history

Apr 30

NOT STARTED
Apr 30, 2018
Evidence
100% of student and teacher schedules allow time for homeroom periods. 80% of students rooms display evidence of capturing kids hearts (affirmations, social contract, etc.) 80% completion rate for student portfolio requirements

NOT STARTED

Teachers will engage in quarterly feedback cycles with students to review learning and behavior goals, student data and next steps"

Sep 10, 2018 to Jun 18, 2019 - Teacher teams, School Support Staff (BHT, admin, security

Status history

Apr 30

NOT STARTED

Apr 30, 2018

Evidence

Record sheet kept to ensure all students have conferred with a teacher and have met or are working towards their goal. to student lives in lesson plans.

NOT STARTED

Budgetary considerations will be allocated to provide sub coverage to implement student feedback sessions."

Sep 10, 2018 to Jun 18, 2019 - ILT and Admin

Status history

Apr 30

NOT STARTED

Apr 30, 2018

Evidence

Record sheet kept to ensure all students have conferred with a teacher and have met or are working towards their goal.

NOT STARTED

Secure external Professional Learning for teacher and admin around improving student motivation."

Sep 10, 2018 to Jun 18, 2019 - Administration

Status history

Apr 30

NOT STARTED

Apr 30, 2018

Evidence

Teachers receive PD on improving student motivation.

BEHIND

Use Math Coach to Set up IXL and other academic competitions throughout the year to recognize academic achievement. Monthly content area celebrations (IE, Mathematician of the month) will be displayed and announced monthly during a designated announcement time."

Nov 26, 2018 to Jun 18, 2019 - Math Coach, teachers, Administration

Status history

Apr 30

BEHIND

Apr 30, 2018

Problem

At least 4 academic competitions per year and are recorded on the monthly calendars with winners celebrated at monthly school wide meetings. 90% of classrooms have evidence of student celebrations visible outside the classrooms.

Root Cause

Next steps

BEHIND

Provide grade level time for teachers to connect content to student interests to increase student engagement in learning."

Sep 10, 2018 to Jun 18, 2019 - All teachers

Status history

Apr 30

BEHIND   Apr 30, 2018
Problem
80% of teachers show evidence of connecting
Root Cause
Next steps

BEHIND

Community Learning Days for K-4 and 5-8 to engage students in enrichment activities based on a variety of student skills and interests. Activities will be a combination of community supports and purchased providers."

Oct 15, 2018 to Jun 19, 2020 - Administration, Community Providers

Status history

Apr 30

BEHIND   Apr 30, 2018
Problem
100% of students in Grades K-8 will participate in CLD activities.
Root Cause
Next steps

Strategy 3

NOT STARTED

Designate a staff member (teacher, admin, dean) as the restorative practices coordinator. Who is responsible for leading and managing consistent response to all behaviors and communicating with parties involved."

Jun 20, 2018 to Aug 31, 2018 - teacher, dean,admin, as decided by administration

Status history

Apr 30

NOT STARTED   Apr 30, 2018
Evidence
Person has been identified and has been communicated via email, and newsletter to all teachers and parents.

NOT STARTED   Continue developing and implementing peer mediation program."

Jun 18, 2018 to Jun 20, 2018 - Student Council

Status history

Apr 30

NOT STARTED   Apr 30, 2018
Evidence
80% of low level infractions involving student disagreement will be handled by student concil.

NOT STARTED   Ongoing Professional Development on Capturing Kids Hearts for returning teachers, as well as new teacher training."

Aug 20, 2018 to Aug 29, 2018 - Administration Teachers

Status history

Apr 30

NOT STARTED   Apr 30, 2018
Evidence
75% of classrooms will use strategies for deescalation.

NOT STARTED Create a reentry plan for students removed from classes. (including suspensions)"

Aug 27, 2018 to Aug 31, 2018 - Counselor Admin Caseworker Restorative Practices Coordinator

Status history

Apr 30

NOT STARTED Apr 30, 2018
Evidence
30% decrease in suspensions (both in and out of school) and removal from class.

NOT STARTED
Revamp the traditional Ice Cream Social and set up Grade Band Meetings with parents and students to address school-wide expectations."

Aug 27, 2018 to Aug 31, 2018 - Admin Teachers

Status history

Apr 30

NOT STARTED Apr 30, 2018
Evidence
80% of teachers will be consistently using the school decided program with fidelity.

NOT STARTED Create a tiered SEL program to meet the needs of all our students."

Aug 27, 2018 to Jun 21, 2019 - Counselor Administration

Status history

Apr 30

NOT STARTED Apr 30, 2018
Evidence
100% of students will be immersed in a fully implemented SEL course.

NOT STARTED
Plan a back to school Kick-Off to inform all students and teachers of the school wide expectations. School wide expectations will be introduced to mid year transfer students by a counselor."

Jun 20, 2018 to Aug 27, 2018 - ILT

Status history

Apr 30

NOT STARTED Apr 30, 2018
Evidence
100% of students will be aware of the school wide expectations and consequences.

NOT STARTED Create system for managing incidents, behavior interventions, and communications."

Jun 20, 2018 to Aug 31, 2018 - Dean/Restorative Practices Coordinator

Status history

Apr 30

NOT STARTED Apr 30, 2018
Evidence
90% of teachers will be using school wide behavior tracking system.

Strategy 4

NOT STARTED

Create progress monitoring routines for DL and MTSS tier 2 & tier 3 students using Fountas and Pinnell and the Benchmark Assessment Systems (BAS)."

Oct 05, 2018 to Nov 09, 2018 - Admin, DL and Gen Ed teachers

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
80% of teachers will track student progress using F&P and BAS

BEHIND | Open discussion with providers at grade level meetings about what is working and areas of improvement to move a student to tier 3"

Sep 17, 2018 to Jun 15, 2020 - Classroom teachers, SPED teachers and case manager

Status history

Apr 30

BEHIND | Apr 30, 2018
Problem
80% of students that qualify for services will receive them
Root Cause
Next steps

BEHIND | Teachers and providers/case manager will collaborate at grade level meetings every five weeks to check on progress"

Oct 02, 2017 to Jun 10, 2019 - DL Teachers, Gen Ed Teachers and Case Manager

Status history

Apr 30

BEHIND | Apr 30, 2018
Problem
80% of all teachers are demonstrating accurate data collection and entering MTSS data
Root Cause
Next steps

BEHIND

Create opportunities to leverage community partnerships with Dominican University and other outside resources to develop miscelaneious positions to aide in creating an intervention period by instituting innovating scheduling for students by their F&P and BAS reading levels and math levels according to NWEA RIT by goal."

Sep 10, 2018 to Jun 15, 2020 - Admin,

Status history

Apr 30

BEHIND | Apr 30, 2018
Problem
80% of classrooms will participate in an intervention time.
Root Cause
Next steps

BEHIND

Implement beginning of the year PD to model the use of diagnostic tools to gather information about students as well as teachers receive PD on differentiated, small group instruction and strategies aligned to student learning for varied learning styles and for specific grade bands."

Aug 27, 2018 to Jul 15, 2019 - ILT, DL and Gen Ed teachers and Case Manager

Status history

BEHIND | Apr 30, 2018
Problem
80% of teachers will use diagnostic tools to gather informations about students to inform small group, differentiated instruction.
Root Cause
Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

The ESSA review will takes occur in September by the school Principal. The Sayre Parent Involvement views parents as partners in the work of education. Parents act as volunteers in support of various academic and non-academic programming formally through the Friends and Family Organization as well as on an informal, class by class basis. We promote communication with parents via multiple avenues such as email, newsletter, school website and flyers. We solicit parent voices via quarterly surveys and meetings to assess our school programming to review for improvements.
By providing workshops and speakers we endeavor to strengthen parent's capacity for strong parental involvement. Our goals for improving parental involvement at Sayre include
Identify barriers to greater participation in parent and community activities;
Engaging parents in improving student attendance rates
Quarterly grade band meetings to address issues specific to grade level contexts.
Improve parent feedback outcomes on the My School, My Voice Surveys
with the school according to the school's Principal Performance and

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

The Annual Title 1 Informational Meeting took place Oct 27, 2017, at 9:00 a.m. in the auditorium as led by the administration. The Annual Organizational Meeting took place on October 31st , 2017 at 5pm. 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.

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.

Each grade level will have quarterly grade level meetings to update them on the progress of students and to address any questions. The PAC will establish regular monthly meetings after the organizational meeting. Quarterly feedback and satisfaction surveys will also be sent out to parents as part of our internal performance review.

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.

Sayre will provide parents with their child's Progress Reports on the 5th, 15th, 25th, and 35th weeks of school year; We will provide Report Cards 10th, 20th, 30th, weeks as well as the last day of the school year.

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

The administrative team will keep current records of teacher endorsement and ensure that parents are notified via letter of the status of teachers who are not highly qualified.

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

Parents will have opportunities to engage with the school during our summer programming, our Back to School Social and our beginning of year Open House. Regular opportunities include Report Card Pick-Up Days for Kindergarten through 8th grades students. Family events such as Math and Science Night, Literacy Night, International Fesitival. Parents can also meet with teachers based on availability between 7:00am and 7:30am. 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, Class Dojo or Kickboard.

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 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.

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.

Improving parent involvement is a feature of our institute days professional learning series held each year in August. Teachers also receive school expectations on communicating with parents in the Staff Handbook. Time will also be allocated for teachers to maintain parent communication logs as part of their professional responsibilities during prep time.

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.

> Each year we provide services and resources to promote literacy. We have a back-to-school event that partners with the Chicago Public Library and Heinemann books to offer families access to high quality books. We will be providing a summer reading list to launch our 2018-2019 reading program. Parents also receive information in support of literacy through our annual parent conference provided by the Parent Advisory Council. We also have a home connection lending library for our primary grades.

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.

> 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.

Policy Implementation Activities

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

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

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

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

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

> N/A

School-Parent Compact   Complete

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

> Sayre Language Academy's vision is to create a safe, positive and nurturing experience for all our students, faculty and families. We value curiosity and inquiry and endeavor to strengthen each student's desire to learn by providing dynamic, standards-based instruction. Students will develop an appreciation for the diversity of their local and global communities. At Sayre, our students will develop their abilities to think critically and adopt solution and growth-oriented mindsets.

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.

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

> Sayre will provide parents with their child's Progress Reports on the 5th, 15th, 25th, and 35th weeks of school year; We will provide Report Cards 10th, 20th, 30th, weeks as well as the last day of the school year.

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

> Parents will have opportunities to engage with the school during our summer programming, our Back to School Social and our beginning of year Open House. Regular opportunities include Report Card Pick-Up Days for Kindergarten through 8th grades students. Family events such as Math and Science Night, Literacy Night, International Festival. Parents can also meet with teachers based on availability between 7:00am and 7:30am. 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, Class Dojo or Kickboard.

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

Parents may volunteer in several ways. Volunteer opportunities are posted and updated on our school website and are provided in hard copy outside the main office. Parents may volunteer by acting as a chaperone their child's class trips, judge the science fair, assist in ribbon-pinning and awards ceremonies, join the LSC, and participate in the Parent Advisory Committee and/or Bilingual Advisory Committee.,

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

Parents can communicate with their child's teachers through conferences, monitor homework via Parent Portal and ensure strong daily attendance. Parents can convey the importance and value of a strong work ethic in school. Parents can also opt into communication platforms such as Class Dojo, Kickboard, 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).

Our second priority for the 2018-2019 school year school improvement effort focuses on improving the culture of learning at Sayre. We will be using innovative scheduling, intervention blocks and a reflection protocol to promote students' commitment to high academic achievement.

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.

The goals for improving Parent involvement through the Parent Advisory Council is to provide workshops for parents to strengthen their ability to support students academically and around improving attendance rates.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 500 .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 400 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00

<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

$ [Amount] .00

<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

$ [226] .00

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

$ [Amount] .00

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

$ [Amount] .00

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

$ [Amount] .00