Spencer Technology Academy / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/07/2018	Dean, Hines, Bullock, Dixon, Bradley, Timms, Flowers, Howse	School Excellence Framework
03/08/2018	Dean, Hines, Bullock, Dixon, Bradley, Peterson, Timms, Flowers, Howse, Peterson, Finley	School Excellence Framework
03/14/2018	Dean, Bullock, Dixon, Bradley, Timms, Flowers, Howse, Dixon	School Excellence Framework
03/21/2018	Dean, Bullock, Dixon, Bradley, Timms, Flowers, Howse, Dixon	School Excellence Framework
04/13/2018	Dean, Bullock, Dixon, Bradley, Timms, Flowers, Howse, Dixon, Peterson, Hill	CIWP strategies and action plan
04/25/2018	Dean, Hines, Bullock, Dixon, Bradley, Peterson, Timms, Flowers, Howse, Peterson, Finley, Hill	CIWP strategies and action plan, Plan
05/02/2018	Dean, Hines, Bullock, Dixon, Bradley, Peterson, Timms, Flowers, Howse, Peterson, Finley	CIWP strategies and action plan, Parent Plan

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

> A common vision was established for the school, the mantra for the school has improved the culture and climate of the building. All stakeholders were a part of the creation of the school's mantra.
> ILT and BHT meet regularly to discuss MTSS and SEL. BHT has a plan in place for referrals and continual progress monitoring. Effective Leaders and program coherence were both rated weak on the SY16-17 5Essentials, but were scored higher than the 15-16 5Essentials. Collaborative Teachers was rated weak as well, but was lower than the score from SY15-16. The schools mission and mantra were developed collectively and shared with all stakeholders through state of the school presentations, letters home, social media, the school website and school branding including uniforms that include the mantra on the shirt. It is also posted in each building and each classroom and recited on the morning announcements daily. The focus for SY17-18 has been around collective responsibility and this is echoed in every professional development, every meeting, and gathering.

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 engages in ongoing inquiry with school wide data. ILT frequently, reviews data and its effectiveness and ways to improve. Protocols are developed and respected during all ILT and BHT meetings. Evidence is continuously reviewed and analyzed. ILT regularly looks at data relevant to the CIWP and school wide practices. All stakeholders have a voice and opinion in the decisions being made to improve Spencer Technology Academy. Data is disaggregated regularly and used to inform instructional decisions. Our most recent ILT effectiveness rubric score was effective. ILT members use the information at the ILT and use it to guide GLT meetings. The ILT consists of members from every grade band and content area, including special education.

Guide for Instructional Leadership Team

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

- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
  - ○ **Schedule and structure frequent meetings.**
    - Meet regularly (2-4 times per month).
    - Use an agenda with a clear focus.
  - ○ **Collaborate effectively, value transparency, and inform and engage stakeholders.**
    - All team members have equity of voice and are actively engaged in asking questions.
    - Celebrate small wins and improvements.
    - Regularly inform and engage stakeholders of key data and work of the ILT.
  - ○ **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

> The school's professional learning plan was designed based on the instructional data from SY16-17 and from the teacher preference survey administered at the end of the school year. Teacher requested professional development as been a focus. Professional development has been consistent and aligned to the school's focus on improving small group instruction. All P-2 teachers have had the opportunity to engage in quarterly PLCs around primary literacy and have had the opportunity to observe teachers in other building in practice at least three times this school year. Teachers are provided with feedback on new learning from professional learning during safe practice. Non reach observations occur regularly and teachers are provided feedback. Effective Leaders and program coherence were both rated weak on the SY16-17 5Essentials, but were scored higher than the 15-16 5Essentials. Collaborative Teachers was rated weak as well, but was lower than the score from SY15-16.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ 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

> Instructional block scheduling and guidelines are followed for Mathematics and English/ Language Arts. Students are engaged in academic learning activities during this time. Teacher requested reading curriculum was purchased and delivered to teachers in a timely manner. A new science curriculum has also been purchased for middle school. Middle school math curriculum was purchased for the school and was selected by the teachers as well. Staff who are aware of resource needs
> Spencer Technology Academy is partnered with many different outside partnerships to ensure the success of our students. Community parters have a consistent schedule and a focus list of students to whom they service, and align their program outline to Spencer's mantra.

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

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1   2   **3**   4

> Pacing guides were developed for all mathematics across all grade levels. Teachers have incorporated this into their unit plans developed every 5 weeks. 5 weeks assessments were also created by Network 3 and administered to students. Teachers include essential understandings and essential enduring while planning units. Teachers include modifications and accommodations for diverse learners. Teachers use complex text to engage learners and expound on their learning. Teachers share a common goal of all students can and will learn. Effective Leaders and program coherence were both rated weak on the SY16-17 5Essentials, but were scored higher than the 15-16 5Essentials. Collaborative Teachers was rated weak as well, but was lower than the score from SY15-16.

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

Instructional Materials:

Score

1   2   **3**   4

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)

> Instructional materials are aligned to the curriculum. All teachers and students have equitable access to instructional materials and technology resources. Spencer is a 1 to 1 device school; all teachers have an iPad or chromebook for each students. Most teachers use technology consistently to engage students and maker instruction interactive.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

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

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 **2** 3 4

Teachers at Spencer believe in student abilities to learn and set high expectations for their students to achieve. Teachers use rubrics and data collection to improve instruction. During grade level meetings students work samples are evaluated for higher levels of learning and difficulty of tasks. As well examining and insuring that a variety of questioning types are being used. At the classroom level students are engaged in student to student discourse for the purposes giving feedback about levels proficiency. Some teachers present students with tasks that are not challenging or only require passive engagement. Some teachers require students to cite evidence from the text and others do not. Some teachers require students to create authentic work, but not all teachers have students create work for audiences beyond the teacher. Student growth on SQRP is average but student attainment is far below average. Reading growth was in the 64th percentile while math growth in the 17th percentile.

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

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

Spencer has a summer learning program and an afterschool program through 21st Century that provides both academic support and enrichment activities. All 8th grade students attended at least 3 high school visits and applied to high schools through the GoCps app. Ambitious Instruction was rated neutral on the SY16-17 5Essentials, and supportive environment was rated weak. Spencer has partnered with Kids First to provide families with support to navigate the application process for high school. Spencer currently does not provide Algebra to 8th grade students as we do not have a certified teacher to teacher Algebra.

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

Instruction:

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

Score

1 **2** 3 4

> Teachers regularly plan and develop units and lessons aligned to the CCSS. Teachers use effective questioning and discussion techniques with students to promote inquiry and higher level thinking. Teachers engage students in learning, using multiple learning strategies and intelligence modalities to best fit the needs of our diverse learners. Student growth on SQRP is average but student attainment is far below average. Reading growth was in the 64th percentile while math growth in the 17th percentile. Effective Leaders and program coherence were both rated weak on the SY16-17 5Essentials, but were scored higher than the 15-16 5Essentials. Collaborative Teachers was rated weak as well, but was lower than the score from SY15-16. Ambitious Instruction was rated neutral. Some teachers use a variety of low and high level questions, but not all. Not all teachers engage students in student to student discourse. Domain 3 is the lowest rated domain on the Framework for Teaching through REACH observations.

Guide for Instruction

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	CPS SCHOOL EXCELLENCE FRAMEWORK 18

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Teachers at Spencer Technology use multiple assessment strategies for assessing students. Teachers give summative and formative assessments and ensure mastery of the skills and strategies that have been taught. Unit and lesson plans are completed every 5 weeks and are revisited according to student needs. Teachers work in teams to create common assessments for students. There is a common grade level grading scale. Teachers have common categories, weights and scale. Teachers use common math assessments aligned to the math pacing guides. Teachers also use Map Skills to assess students progress. Reading growth was in the 64th percentile while math growth in the 17th percentile. Effective Leaders and program coherence were both rated weak on the SY16-17 5Essentials, but were scored higher than the 15-16 5Essentials. Collaborative Teachers was rated weak as well, but was lower than the score from SY15-16. Ambitious Instruction was rated neutral. The school's assessment calendar is aligned to the district's assessment calendar.

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

Morning meetings after morning announcements to address SE concerns and monthly SEL foci. Targeted student groups meet daily with City Year Corps members. Targeted intervention groups twice to three times a week in both reading and math based on NWEA RIT scores. Input MTSS schedules and activities into gradebook for both Tier 2 and 3 academics. BAM all 7-8 grade boys, YAP 5-8th grade girls for SEL , Life builders support students with level 4 through 6 infractions. Reading growth was in the 64th percentile while math growth in the 17th percentile. Effective Leaders and program coherence were both rated weak on the SY16-17 5Essentials, but were scored higher than the 15-16 5Essentials. Collaborative Teachers was rated weak as well, but was lower than the score from SY15-16. Ambitious Instruction was rated neutral. Last years attendance rate was 93.4%, this years attendance is currently 95. 4%.

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

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.

On the 5E for the SY16-17 school year, Spencer received a rating of neutral for ambitious instruction, with a neutral in english instruction, strong in math instruction and academic press, but a weak in student discourse. We were also rated weak for collaborative teachers and supportive environments in SY16-17. On SQRP Spencer was in the 64th percentile for reading growth on NWEA and the 17th percentile growth for math. On SQRP Spencer's attainment was in the 14th percentile in reading and 7th percentile in math. While we are striving for high expectations for all students, not all teachers have high expectations for students though we are working towards that place. Most teachers believe that students are capable but not all.

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

> On the 5E for the SY16-17 school year, Spencer received a rating of neutral in teacher-principal trust, teacher-teacher trust, teacher-parent trust was rated weak, and student-teacher trust was very weak. We were rated weak for collaborative teachers and supportive environments in SY16-17. Interactions between students, staff, and parents is generally respectful. Trauma sensitive training has begun in the school and the effects are beginning to trickle into interactions. During professional development, staff engages in Open Session as an established way for staff to bring up issues, celebrations, and resolve conflicts. All teachers have common planning time across grade levels. Quarterly staff gatherings occur to build staff relationships. Students with high needs have a staff member that they have one on one check ins with.

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

> Students have the options to engage in a multitude of extra curricular activities. Spencer offers flag football, girls and boys basketball, girls and boys soccer, girls and boys track, girls volleyball, dance, journalism, photography, beats, DJing, and before and after school tutoring. Students have the opportunity to do walking reading and math small groups based on their data. Our students have volunteered at a senior citizen facility and at Feed our Starving Children. Spencer does not yet have a student council, but we do have student representatives on our Advisory Board for after school planning. While there is a lot of student engagement in activities, there is limited student voice in those activities. Students in 2nd through 8th grade were surveyed to inform summer programming based on their experiences this school year. Some teachers engage students in conversations around current and controversial issues or politics, but it is not a school wide practice.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

- Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
- Authentically **interact with civics leaders**
- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

> Spencer scored very weak or safety on MVMS for Sy16-17. The number of discipline infractions for Sy17-18 are lower than 16-17, as are out of school suspensions, referrals, and incidents that required police notification. Staff actively works together through collective responsibility to ensure the safety and order of both students and staff.

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:

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

Score

1   **2**   3   4

> Some teachers consistently reinforce positive student behavior but it is not a practice across all teachers. SEL instruction explicitly happens for 45% of students through an SEL prep class, but the school has applied for 2nd step for SY18-19. Security, deans, administration, and some teachers engage in restorative practices in response to student behaviors.

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

Parent and Family Partnership:

Score

1   2   **3**   4

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

Understanding the environmental need of Spencer and the connection to the classroom, we have provided opportunities for all families to fully engage into the decision making process and become an intrigue partner in education for their child. One of them is through our Healthy Kids food Mart, where parents not only are provided with free produce, but also healthy meal preparation. Studies have shown that what we put into our bodies effect how we process mentally. Our healthy school kids mart is ran by parents, who give back to parents, which provides leadership opportunities. The Parent mentor and Pyramid Partnerships connects parents to the classroom, which is a two way benefit for both parent and teacher. Parents receive stipends/ and supplements from state, receive valuable resources to use at home, and gain knowledgeable experience, and also the teacher gains a committed educational assistant. Our Saturday family trips, after school family activities such as our talent show, healthy dads; healthy kids Tuesday's, Early childhood PAC, LSC, ESSA PAC are just some of the the opportunities parents and community member can participate in the decision making process, provide leadership experience, and help narrow that increasing widening bridge of trust and school/community buy-in. We must Empower the Parent; To Impact the Child, Home is the Key!

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: Student Voice, Engagement, & Civic Life	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: Restorative Approaches to Discipline	1 2 3 **4** 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Safety & Order	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					
Spencer's reading growth is currently at the 64th percentile. Through an increased focus on the quality of Tier 1 instruction and Guided Reading within the literacy block we believe that the 85th percentile in two years is attainable. This goal was selected to show incremental growth in alignment with the School Quality Rating Policy.	68.00	64.00	80.00	80.00	85.00
National School Growth Percentile - Math					
Spencer's math growth is currently at the 17th percentile. Through an increased focus on high quality math instruction Tier 1 and the N3 pacing quides, we believe that the 70th percentile in two years is attainable. This goal was selected to show incremental growth in alignment with the School Quality Rating Policy.	39.00	17.00	50.00	60.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
This goal was selected to show incremental growth in alignment with the School Quality Rating Policy.	52.50	45.70	70.00	70.00	80.00
African-American Growth Percentile - Reading					
Spencer's reading growth is currently at the 64th percentile. Through an increased focus on the quality of Tier 1 instruction and Guided Reading within the literacy block we believe that the 85th percentile in two years is attainable. This goal was selected to show incremental growth in alignment with the School Quality Rating Policy.	68.00	64.00	80.00	80.00	85.00
Hispanic Growth Percentile - Reading					
n/a	*(Blank)*	*(Blank)*	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
n/a	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
This goal was selected to show incremental growth in alignment with the School Quality Rating Policy.	29.00	19.00	40.00	45.00	50.00
African-American Growth Percentile - Math					
Spencer's math growth is currently at the 17th percentile. Through an increased focus on high quality math instruction Tier 1 and the N3 pacing quides, we believe that the 70th percentile in two years is attainable. This goal was selected to show incremental growth in alignment with the School Quality Rating Policy.	39.00	16.00	50.00	60.00	70.00
Hispanic Growth Percentile - Math					
n/a	*(Blank)*	*(Blank)*	0.00	0.00	0.00

English Learner Growth Percentile - Math

| n/a | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Diverse Learner Growth Percentile - Math

| This goal was selected to show incremental growth in alignment with the School Quality Rating Policy. | 6.00 | 4.00 | 15.00 | 20.00 | 25.00 |

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

| Spencer's reading attainment is currently at the 14th percentile. Through an increased focus on Tier 1 instruction and guided reading, with sustained growth we believe that the 35th percentile in two years is attainable. This goal was selected to show incremental growth in alignment with the School Quality Rating Policy. | 16.00 | 14.00 | 25.00 | 30.00 | 35.00 |

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

| Spencer's math attainment is currently at the 7th percentile. Through an increased focus on Tier 1 instruction and adherence to the N3 pacing guides, with sustained growth we believe that the 30th percentile in two years is attainable. This goal was selected to show incremental growth in alignment with the School Quality Rating Policy. | 12.00 | 7.00 | 20.00 | 25.00 | 30.00 |

National School Attainment Percentile - Reading (Grade 2)

| Spencer's 2nd grade reading attainment is currently at the 1st percentile. Through an increased focus on Tier 1 instruction and guided reading, with sustained growth we believe that the 25th percentile in two years is attainable. This goal was selected to show incremental growth in alignment with the School Quality Rating Policy. | 1.00 | 1.00 | 15.00 | 20.00 | 25.00 |

National School Attainment Percentile - Math (Grade 2)

| Spencer's 2nd grade math attainment is currently at the 1st percentile. Through an increased focus on Tier 1 instruction and adherence to the N3 pacing guides, with sustained growth we believe that the 25th percentile in two years is attainable. This goal was selected to show incremental growth in alignment with the School Quality Rating Policy. | 1.00 | 1.00 | 15.00 | 20.00 | 25.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| n/a | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Average Daily Attendance Rate

| We are looking to increase our student attendance rate in alignment with the School Quality Rating Policy. | 94.60 | 94.00 | 95.60 | 96.00 | 96.00 |

My Voice, My School 5 Essentials Survey

| With a focus on increasing the quality of Tier 1 instruction, building structures for MTSS and working on relational trust with all stakeholders, we believe our MVMS will improve. | (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...   ...then we see...   ...which leads to...

Design and implement an MTSS program	students receiving data informed tiered instruction based on their individual academic and social emotional needs	a 30% increase in the number of teachers tracking interventions in the MTSS logging tool, 15% fewer students attending Summer Bridge, and a 10% reduction in the number of misconducts.

Tags:
MTSS, SEL, Interventions and supports

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

Action step	Responsible	Timeframe	Status
Provide PD to teachers on implementing the learning continuum and intervention development to address specific student needs in reading, math, and SEL in grades K-8.	Admin/Coach	Sep 5, 2018 to May 29, 2020	Not started

Professional development, Learning continuum

Dedicate monthly grade-level meeting to analyze MTSS data, develop strategies and interventions, and identify specific student needs in grade K-8 (invite related service providers as needed).	Admin	Sep 5, 2018 to May 29, 2020	Not started

MTSS, Interventions, Grade level meetings

Develop a quarterly communication plan between parents and teachers regarding MTSS and student progress in grades K-8.	Teachers	Sep 4, 2018 to Jan 31, 2019	Not started

MTSS, Parent communication

Provide funding for additional resources recommended by MTSS team to support the implementation of MTSS (SEL)	Principal	Jul 1, 2018 to Aug 4, 2018	Not started

MTSS

Provide Second Step training for all teachers and implement with Fidelity	Principal, SEL specialist	Aug 27, 2018 to Dec 21, 2018	Not started

SEL, Second step

Provide professional development on restorative practices, monitor SEL MTSS interventions and incidents in Verify/Student Logger, and facilitate bi-monthly MTSS grade level meetings	Dean, MTSS Coordinator	Aug 27, 2018 to Jun 26, 2020	Not started

Professional Learning, SEL

Create an MTSS team that meets monthly to lead the MTSS work at monthly GLTs	Principal	Aug 1, 2018 to Oct 31, 2018	Not started

Mtss team, Glt

Strategy 2

If we do...	...then we see...	...which leads to...
Incorporate rigorous student tasks into our instructional blocks and ask more DOK 3 and 4 questions	an increase in student engagement, stamina, perseverance, discourse, and student ownership of learning.	student achievement of 85% growth in reading and 70% growth in math for NWEA; increased student time on task, measured through observations by coaches; an increase in the number of on-track students from 54% to 70%, as monitored on Dashboard every 5 weeks; 80% of teachers rated proficient in component 3c of of REACH.

Tags:
Rigorous tasks, Student engagement, Questioning & discussion

Area(s) of focus:
2, 1

Action step	Responsible	Timeframe	Status
Provide professional development for teachers to create a common understanding of what is a rigorous task	Instructional Coach, Principal	Aug 27, 2018 to Mar 29, 2019	Not started

Professional Learning, Rigorous tasks

Action step	Responsible	Timeframe	Status
Analyze student work samples monthly during GLT meetings	GLT leads	Sep 4, 2018 to Jun 19, 2020	Not started

Student work protocol

Action step	Responsible	Timeframe	Status
Provide collaborative planning time for teachers by grade level to create/review/plan common rigorous tasks.	Principal	Jul 1, 2018 to Aug 31, 2018	Not started

Planning for instruction

Action step	Responsible	Timeframe	Status
Provide feedback to teachers on alignment of tasks with standards based learning objectives	Principal Coaches	select	Not started

Feedback

Strategy 3

If we do...	...then we see...	...which leads to...
provide P-3 teachers with instructional coaching and planning	increased differentiation, targeted small group instruction, and high quality instructional practices	achievement of 85% growth in reading and 70% growth in math on NWEA, 80% of teachers rated proficient in domains 3a, 3b, 3c, and 3d on REACH through formal and informal observations.
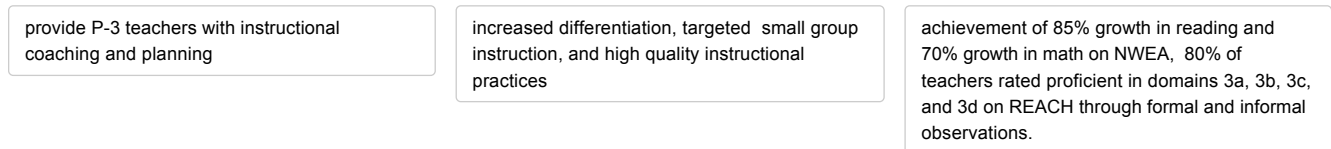
Tags:
Instructional Coaching, Reach, Nwea

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Status
Engage teachers in peer observations using optimal learning model (OLM) focused on gradual release of responsibility.	Principal Instructional Coaches	Nov 1, 2018 to May 29, 2020	Not started

Gradual release of responsibility, Peer observation and feedback

Action step	Responsible	Timeframe	Status
Provide teachers with professional development around gradual release of responsibility.	Instructional Coach, Principal	Aug 27, 2018 to Feb 8, 2019	Not started

Professional Learning, Gradual release of responsibility

Action step	Responsible	Timeframe	Status
Create formal lessons that include all parts of the gradual release of responsibility model	Teachers, Coaches	Aug 27, 2018 to May 29, 2020	Not started

Lesson planning

Action step	Responsible	Timeframe	Status
create cross classroom guided reading groups based on assessment data to tighten the range of the students within the group	Teachers, Admin	Nov 5, 2018 to Jun 12, 2020	On-Track

Guided reading, Small group instruction, Analysis of data, progress monitoring, rit instruction,

small group instruction

Build leveled libraries to help improve independent reading	Principal, teachers	Jul 1, 2018 to Oct 12, 2018	On-Track

Leveled books

Create formal lesson plans for guided reading groups in K-5.	Teachers Coaches	Aug 27, 2018 to Jun 10, 2020	Not started

Lesson plans, Looking at adult work

Provide biweekly instructional coaching to teachers in grades P-3	Coaches	Sep 19, 2018 to Jun 26, 2019	Not started

Instructional Coaching, Informal feedback

Provide teachers with professional development around guided reading	Coaches	Aug 28, 2018 to Jun 27, 2019	Not started

Professional Learning, Guided reading

Strategy 4

If we do...	...then we see...	...which leads to...
create a student council	increased student interest and engagment in learning, investment in the school, and contributing to their community.	increased scores from students on MVMS, 10% reduction in the number of student misconducts, and three events planned and led by students.

Tags:
Student voice, engagement, & civic life

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
Create and administer a student interest survey to students to determine what they would like to see at Spencer	Student Council Sponsor	May 21, 2018 to Sep 28, 2018	Not started

Student interest, Student voice surveys

Create a student council with representatives from grades 4-8	Student Council Sponsor Admin	Sep 4, 2018 to Nov 24, 2018	Not started

Student council

Host quarterly town halls with students where they can share feedback, thoughts, suggestions, and ask questions	Principal, Student Council Sponsor	Sep 4, 2018 to Jan 30, 2020	Not started

Student voice, Town hall

Action Plan

Strategy 1

NOT STARTED

Provide PD to teachers on implementing the learning continuum and intervention development to address specific student needs in reading, math, and SEL

in grades K-8."

Sep 05, 2018 to May 29, 2020 - Admin/Coach

Status history

May 30

NOT STARTED   May 30, 2018
Evidence
Learning Hub, sign in sheets, intervention entered in MTSS logger

NOT STARTED

Dedicate monthly grade-level meeting to analyze MTSS data, develop strategies and interventions, and identify specific student needs in grade K-8 (invite related service providers as needed)."

Sep 05, 2018 to May 29, 2020 - Admin

Status history

May 30

NOT STARTED   May 30, 2018
Evidence
GLT agendas

NOT STARTED   Develop a quarterly communication plan between parents and teachers regarding MTSS and student progress in grades K-8."

Sep 04, 2018 to Jan 31, 2019 - Teachers

Status history

May 30

NOT STARTED   May 30, 2018
Evidence
Quarterly communication to parents, goal setting conferences, use of progress monitoring tools

NOT STARTED   Provide funding for additional resources recommended by MTSS team to support the implementation of MTSS (SEL)"

Jul 01, 2018 to Aug 04, 2018 - Principal

Status history

May 30

NOT STARTED   May 30, 2018
Evidence
Budget

NOT STARTED   Provide Second Step training for all teachers and implement with Fidelity"

Aug 27, 2018 to Dec 21, 2018 - Principal, SEL specialist

Status history

May 30

NOT STARTED   May 30, 2018
Evidence
Learning Hub, Budget, Observations

NOT STARTED

Provide professional development on restorative practices, monitor SEL MTSS interventions and incidents in Verify/Student Logger, and facilitate bi-monthly MTSS grade level meetings"

Aug 27, 2018 to Jun 26, 2020 - Dean, MTSS Coordinator

Status history

May 30

NOT STARTED

May 30, 2018
Evidence
GLT agendas, action items

NOT STARTED Create an MTSS team that meets monthly to lead the MTSS work at monthly GLTs"

Aug 01, 2018 to Oct 31, 2018 - Principal

Status history

May 30

NOT STARTED

May 30, 2018
Evidence
Established committee

Strategy 2

NOT STARTED Provide professional development for teachers to create a common understanding of what is a rigorous task"

Aug 27, 2018 to Mar 29, 2019 - Instructional Coach, Principal

Status history

May 30

NOT STARTED

May 30, 2018
Evidence
Agendas, learning hub, task analysis

NOT STARTED Analyze student work samples monthly during GLT meetings"

Sep 04, 2018 to Jun 19, 2020 - GLT leads

Status history

May 30

NOT STARTED

May 30, 2018
Evidence
Agenda, analysis of student work

NOT STARTED Provide collaborative planning time for teachers by grade level to create/review/plan common rigorous tasks."

Jul 01, 2018 to Aug 31, 2018 - Principal

Status history

May 30

NOT STARTED

May 30, 2018
Evidence
Master schedule

NOT STARTED Provide feedback to teachers on alignment of tasks with standards based learning objectives"

- Principal Coaches

Status history

May 30

NOT STARTED   May 30, 2018
Evidence
Informal feedback tools and REACH Observations

Strategy 3

NOT STARTED   Engage teachers in peer observations using optimal learning model (OLM) focused on gradual release of responsibility."

Nov 01, 2018 to May 29, 2020 - Principal Instructional Coaches

Status history

May 30

NOT STARTED   May 30, 2018
Evidence
Peer observation protocols, google forms

NOT STARTED   Provide teachers with professional development around gradual release of responsibility."

Aug 27, 2018 to Feb 08, 2019 - Instructional Coach, Principal

Status history

May 30

NOT STARTED   May 30, 2018
Evidence
Agendas, evidence of GRR during observations

NOT STARTED   Create formal lessons that include all parts of the gradual release of responsibility model"

Aug 27, 2018 to May 29, 2020 - Teachers, Coaches

Status history

May 30

NOT STARTED   May 30, 2018
Evidence
lesson plans

ON-TRACK   create cross classroom guided reading groups based on assessment data to tighten the range of the students within the group"

Nov 05, 2018 to Jun 12, 2020 - Teachers, Admin

Status history

May 30

ON-TRACK   May 30, 2018
Evidence
Guided Reading Groups

ON-TRACK   Build leveled libraries to help improve independent reading"

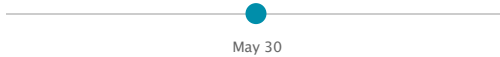Jul 01, 2018 to Oct 12, 2018 - Principal, teachers

Status history

May 30

ON-TRACK | May 30, 2018
Evidence
Level libraries in classrooms

NOT STARTED | Create formal lesson plans for guided reading groups in K-5."
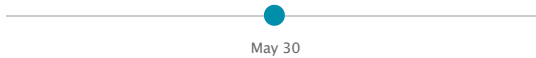
Aug 27, 2018 to Jun 10, 2020 - Teachers Coaches

Status history

May 30

NOT STARTED | May 30, 2018
Evidence
Lesson plans

NOT STARTED | Provide biweekly instructional coaching to teachers in grades P-3"

Sep 19, 2018 to Jun 26, 2019 - Coaches

Status history

May 30

NOT STARTED | May 30, 2018
Evidence
Informal coaching logs and feedback

NOT STARTED | Provide teachers with professional development around guided reading"

Aug 28, 2018 to Jun 27, 2019 - Coaches

Status history
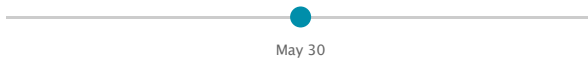
May 30

NOT STARTED | May 30, 2018
Evidence
Learning hub

Strategy 4

NOT STARTED | Create and administer a student interest survey to students to determine what they would like to see at Spencer"

May 21, 2018 to Sep 28, 2018 - Student Council Sponsor

Status history

May 30

NOT STARTED | May 30, 2018
Evidence
Survey Results

NOT STARTED | Create a student council with representatives from grades 4-8"

Sep 04, 2018 to Nov 24, 2018 - Student Council Sponsor Admin

Status history

May 30

NOT STARTED May 30, 2018
Evidence
student council formation

NOT STARTED Host quarterly town halls with students where they can share feedback, thoughts, suggestions, and ask questions"

Sep 04, 2018 to Jan 30, 2020 - Principal, Student Council Sponsor

Status history

May 30

NOT STARTED May 30, 2018
Evidence
town hall agendas, action items

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

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.

> Spencer will hold monthly NCLB/ PAC meetings. The information and agenda items will be given to the entire schoolwide student population prior to the meeting. NCLB Pac committee will hold special periodical meetings to discuss and review revisions of the NCLB Title I school parent involvement policy.

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

> Spencer School will have an annual meeting at a convenient time. A survey will be distributed giving parents an opportunity to complete. The school time and location of the meeting will be posted on the school monthly calendar, a NCLB parent invitational flyer as well as the school's website. The school will also invite parents to the NCLB/PAC meetings at varied times. This will ensure that all parents will have the opportunity to attend. Title I Annual Meeting is 10/24/2018, the Title I PAC Organizational Meeting is 10/24/2018.

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

> Spencer will send fliers home thirty days as well as a two week friendly reminder prior to meeting date, the flier will state the subject being
> Title I with brief agenda about the curriculum, academic assessment tool and proficiency level.

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.

> Spencer will provide information about students performance on the state assessment in math, language arts and reading during open house and report card pick up.

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.

> Spencer will assist parents with requesting a meeting with the principal regarding the qualification of teachers.

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.

> Spencer will provide a workshop for parents in understanding the state's academic content standards; the state's student academics achievement standards; the state and local academic assessments including alternate assessments.

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.

> Spencer will provide morning and evening meetings and implement training workshops to assist parents in working with their children to improve the students academic achievement as will as encourage parent involvement.

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.

> Spencer will recruit parents to volunteer through meetings, activities and workshops to become equal partners with teachers and staff to help build ties that will excel the student's education.

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.

> Spencer will provide training and workshops that can assist parents with participating and understanding the importance of Early Childhood Development Education.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable

and uniform formats, including language. Please describe how this will be accomplished.

> Spencer will provide information in writing and verbally related to the school and parent programs and activities translated in their native language while meetings are in session.

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.)

> Every stakeholder working together to provide meaningful learning experiences for every student, every second of every day. Despite any given circumstances, every student becomes a lifelong learner that achieves college and career success against all odds.
>
> Guiding Mantra: Everyone, Everyday, All Day, No Excuses!

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.

> Spencer will provide parents with parent-teacher conferences during report card pick up days or appointment dates convenient for both teacher and parents which will take place before or after school.

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

> Spencer will distribute progress reports quarterly and if the parent is in need of more knowledge then an organized meeting will take place through the NCLB/PAC.

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

> Staff is available before and after school to parents. Parents are also able to schedule conferences with teachers or administrators during teachers preparation periods.

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.

> Spencer will inform the parents on the proper and legal requirements to becoming a volunteer in the school. Once requirements are complete staff, teachers and parents will observe classroom activities, can volunteer at the school, become a parent mentor.

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

> AC will provide a parent portal workshop for the parents to monitor their children's attendance, homework and grades.

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

> NCLB/PAC will encourage and motivate all parents to attend monthly PAC and LSC meetings to learn and ask questions about decisions relating to their children's education.

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).

> NCLB/PAC will provide a parent development workshop to assist all parents in creating modern and innovating ways to encourage their children in sharing the responsibility for improved student 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.

> Spencer's ultimate goal is to increase parent participation through monthly meetings incorporating different activities, workshops and attending parent development conferences. This will promote growth and unity in our school as well as the community.

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.	$ Amount .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.	$ 1000 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 693 .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)	$ 2000 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205	**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
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510	**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