Chicago Public Schools | CIWP
Continuous Improvement Work Plan

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/07/2018	R. Gonzalez, S. Ramos, L. Silva, I. Bibrowicz,	Review CIWP Timeline and set meeting dates
02/20/2018	R.Gonzalez, S.Ramos, L.Sivla, I. Bibrowicz, T,Kroll	Discuss and complete SEF

02/27/2018	R.Gonzalez, S.Ramos, L.Sivla, I. Bibrowicz, T,Kroll	Discuss and select three priorities based on SEF
03/02/2018	R.Gonzalez, L.Sivla, I. Bibrowicz,	Network 4 CIWP Orientation
03/06/2018	R.Gonzalez, L.Sivla, I. Bibrowicz, T,Kroll	Use 4 step process to develop our CIWP
03/13/2018	R.Gonzalez, L.Sivla, I. Bibrowicz,	Complete strategies 1,2,3
04/03/2018	R.Gonzalez, L.Sivla, I. Bibrowicz,	Revise Strategies 2,3,4
04/25/2018	R. Gonzaalez, Jonathan Bens-Ivey	Review Strategies/Action Plans

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

> Per the results of our 2017-2018 5Essentials survey, this year we focused on empowering teachers as leaders. We opened up the opportunity for teachers to volunteer their time to participate in our ILT, Climate Team and a BHT teams. At the beginning of the year, each team followed the problem solving process to understand the needs of our school, what has been working and what each team should focus on. Through these leadership teams, we hope to achieve our vision of build trusting relationships within our teacher teams, improve communication within and across teams and facilitate professional learning.

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

> Greeley's ILT is in its beginning stages of development. In the past, Greeley has not had a formal ILT. Currently, our ILT is on the same learning cycle as their colleagues, which is curriculum mapping. Our focus this year was on establishing and maintaining the norms and protocols within the team. As well as have ILT members lead ILT meetings and grade team meetings. Our vision for the ILT is to be the curricular leaders of our school. This entails the ILT being the first to implement curricular initiatives in our school and use their learning to provide support, feedback to their colleagues. Ultimately, our vision is to have our ILT lead learning walks throughout the school as well.

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

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

> Our teachers have a minimum of three common preparation periods. Once a week each grade team meets with admin. Our meetings consist of data meetings, curriculum mapping work sessions and professional development. Our vision for our teachers is to participate in targeted learning cycles throughout the year which will entail teachers involved in professional reading/discussions, opportunity for safe practice, participate in learning walks and routinely use the student work protocol system to inform their instruction.

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

> The CIWP team has ensured there is a direct correlation/alignment between the CIWP and our 2018-2019 school budget. This year we ensured the following to meet our students needs: 1) our school schedule provided a period of MTSS daily for all grade levels. 2) our instructional time is within the best practice guidelines. 3) our teachers have the proper certification for the position they are teaching 4) partner with organizations such as Community Schools, One Northside, etc to ensure funding for our parent mentor program and before and after school extra-curricular and academic programs. 5) allow teachers to take part in the hiring process. 6) use the skill/will strategy to group teacher teams together 7) provide common preparation periods for all teachers 8) empower teachers as leaders 8) our BHT meets weekly to address all at risk students needs (academic, behavior and SEL) that have been referred by teacher

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Expectations for depth & breadth of Student Learning

Curriculum:

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

> After assessing our current prek-8 literacy program, our teachers decided our school needed to revise its literacy program. Based on past assessments of our school curriculum, rigor was identified as needing to be a focus on our current CIWP. Based on these results, as a staff we decided to focus on literacy through the lens of rigor. In August 2017, teachers attended professional development on understanding rigor and what it looks like. From that PD, teachers applied their learning to developing curriculum maps for literacy. For the remainder of this year, teachers are working on developing their scope and sequences and units. As teachers are developing their curriculum maps, they are also participating in professional development and are receiving support and timely feedback to ensure their maps contain all the CCSS, their activities are directly aligned to CCSS and contain varying DOK levels. Our specials teacher and middle school specialists are participating in the same professional development and curriculum mapping process in their areas of expertise (math, science and social studies)

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:

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

Score

1   2   **3**   4

This year we have the following on-line resources for our teachers and students: ThinkCerca, Flocabulary,Core Clicks, Brain Pop, Learning A to Z, Khan Academy, Class Dojo, Class Craft, Extra Math, Think Central. These resources are designed to build math, reading, science and social studies skills. Each resource has the ability to track student progress and differentiate student learning.

To expand these resources as centers in each classroom, we are working towards having one Chromebook or IPAD per student. Currently, some of our classrooms have a Chromebook for each student. Those classrooms that do not, have have a Chromebook cart stationed on their floor to share throughout the day. We have been able to obtain 66 Chromebooks this year.

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 are currently applying their professional development on DOK alignment to their curriculum maps. This year a learning walk was conducted to determine the following: 1) teachers are explicitly teaching to the CCSS 2) if alignment exists between the standard and objective 3) if alignment exist between objective and activity . We used the Hess Cognitive Rigor Matrix as a guide along with a table to collect data. The results revealed that there was not coherence between grade levels and classrooms on the above and we need to continue our work on providing professional development on CCSS, objective and task alignment.

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:

Score

1   2   **3**   4

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

Greeley recognizes the challenges our student face in our world. In the effort to prepare our students for college and career, we have put the following in place at our school: 1) All of our students participate in a second language program. We have Spanish, Polish and Russian. Students are divided into native and non-native speaker programs to develop their proficiency in reading, writing, listening and speaking in a second language. 2) Each year we provide the opportunity for all of our students to take the Seal of Biliteracy. Last year we had several students receive the prestigious award for their proficiency in a second language. 3) Each year we host a high school fair for our students and families to attend. Students become aware of their options and learn of the work they must follow through with in order to be accepted in the schools they choose to attend. 4) We provide workshops for parents regarding high school preparation, GoCPS and scholarships. 5) Based on Dibels, mClass, & NWEA scores, students and teachers work together to set learning goals for students each quarter. 6) We have the algebra program for 7th and 8th grade students. 8) Our school counselor meets with students to discuss high school selection process. 7) New this year, our 6th-8th classrooms created and are implementing an advisory program. The program activities are geared toward organization and preparing students for high school.
As a result of our work here at Greeley, we have students attending selective enrollment schools.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

We have used the following opportunities to hone pedagogy practices at Greeley: 1) Coaching during pre and post conferences. During our conferences we provide teachers the opportunity to reflect on their practice and to choose areas to work on and recognize areas they excelled in. In the areas teachers choose to work on, we follow-up on the next observation focused on the teacher identified area of work
2) During grade team meetings teacher collaborate and share their expertise in creating their curriculum maps and receive professional development from our Network ISL and our consultant Scott Neil 3) During our ILT meetings teachers also receive professional development from Scott and use their learning to lead the work in curriculum mapping 4) Our Climate Team meets bimonthly. They are currently receiving professional development via our Network ISL Laura Hurwitz 5) BHT meets weekly. They attend monthly Network meetings and applying their learning in improving our systems and structures for our MTSS program 6) Teacher-led professional development. New this year, our middle school math team has provided professional development to our Prek- 4 teachers on raising the rigor in the math program.

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

> Greeley implements the following assessments: NWEA, ACCESS, Dibels, TRC, and mClass to set goals for students. At risk students receive Tier 2 and Tier 3 interventions and are progressed monitored via the logging tool. MTSS is implemented in all prek-8 classrooms 1 period a day. Our BHT has developed a student referral system for students who teachers have determined at risk students. Based on teacher conferences and referral, the BHT determines the next steps. The next steps may include providing the teacher with Tier 1, Tier 2 or Tier 3 strategies. After 6 weeks of progress monitoring, the student progress is reviewed and followed up with the proper next steps. Families are notified of the concern and the support the child will receive to improve their academic achievement.

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

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

As indicated above, Greeley's BHT meets once a week to review teacher referrals and to discuss students at risk (academics, SEL and behavior). Teachers created an MTSS process referral form that is used for students who are at risk and in need of intervention and support. K-5 classrooms are using the PATHS SEL curriculum and 6-8 classrooms are using an advisory SEL model. Students are progress monitored weekly or biweekly based on the intervention. Information is entered into the MTSS logging tool.

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:

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

Score

1   2   **3**   4

Greeley follows through with a variety of strategies to develop the culture of learning in our school. First, teachers and students hold quarterly conferences together to review progress and set goals. Second, students are recognized each quarter for their honor roll and perfect attendance accomplishments. Third, we reinforce the PATHS learning and encourage student resilience and hard work through morning SEL announcements. Fourth, we have monthly PAW Pride assemblies to celebrate students who ROAR (show responsibility, open mindedness, acts of kindness, and responsibility). As a result of our efforts, in 2017 we had 68 students in 5th and 6th grade on the path to biliteracy and on average, 80% of Greeley students get into their first choice of selective enrollment high schools.

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

There are minimal discipline referrals based on student behavior. Opportunities exist among classrooms for mentoring younger students. Greeley's climate team along with administration is currently addressing concerns from colleagues to improve the climate and culture of our school. In addition, the climate team and admin are working on empowering and recognizing teachers' contributions.

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

> This year we polled our students on what they would like to see at Greeley. As a result of our poll, we have engaged our students in voting for their student council representatives, we have created service learning opportunities for students, and we engaged a select number of students to be Greeley Ambassadors. We have also shared the results of our student 5Essentials survey with teachers to improve our relational trust between teachers and students.

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
Measure	✓ 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. Utilize 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

> Greeley has a visitor policy that has been shared with all stakeholders. It is also posted on our school website and posted visibly in our school for visitors. We have a security guard who is posted in the main entrance. Visitors check in in the main office and wear a visitors pass. We have conducted a variety of safety drills to ensure the safe exit of students during emergency situations. As the drills are conducted and assessed, feedback from staff members is used to improve the drill process. In addition, new this year, Greeley has initiated the implementation of restorative circles. We have a restorative coach that facilitates talking circles twice a week for staff members and works with students and classrooms as well.

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.

- Students identify and research issues of relevance and work together to propose/advocate for solutions.
  - **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
  - **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

> As indicated in previous responses, PBIS, PATHS, middle school advisory, restorative practices are used and taught throughout the school. Our BHT reviews, analyzes, and support cases referred by teachers. The MTSS logging tool is used to progress monitor referred cases.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ CPS Restorative Practice Guide & Toolkit
✓ Guideline for Effective Discipline

Parent and Family Partnership:

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.

> Greeley has the following programs and partnerships with families: BAC/PAC, LSC, Parent Mentor Program, Parent Patrol, Parent Volunteer Program, Parent Garden Committee, Parent Yoga, Cool Classics, and PTO. School announcements are sent out via Remind, Robocalls, Class Craft and Dojo. Announcements are translated in Polish and Spanish. A parent calendar is distributed monthly to inform parents of school-wide events. Our school website, marquee and flyers are other resources we use to communicate with parents. The parent volunteer program is advertised in our parent handbook and is announced in our parent meetings throughout the school year.

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					
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
2	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	**1**	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	**3**	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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: Relational Trust	1	**2**	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	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					
Using 15/16 as a base line, we are striving to increase the growth percentile of students by 5% each year leading up to the 90th percentile in Reading growth.	79.00	82.00	90.00	86.00	90.00
National School Growth Percentile - Math					
Using 15/16 as a base line, we are striving to increase the growth percentile of students by 3.5% each year leading up to the 90th percentile in Math growth.	98.00	86.00	90.00	88.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Using 14/15 as a base line, we are striving to increase the percentage of students meeting/exceeding national avg growth norms by 5% each year leading up to 60%.	71.40	65.40	60.00	67.70	70.00
African-American Growth Percentile - Reading					
Using 15/16 as a base line, we are striving to maintain the African American subgroup growth percentile of above the 89th percentile in Reading growth.	62.00	62.00	90.00	66.00	70.00
Hispanic Growth Percentile - Reading					
Using 15/16 as a base line, we are striving to increase the Hispanic subgroup growth percentile by 5% each year leading up to 87th percentile in Reading growth.	81.00	82.00	87.00	76.00	70.00
English Learner Growth Percentile - Reading					
Using 15/16 as a base line, we are striving to increase the ELL subgroup growth percentile by 5% each year leading up to 87th percentile in Reading growth.	*(Blank)*	90.00	87.00	80.00	70.00
Diverse Learner Growth Percentile - Reading					
Using 15/16 as a base line, we are striving to increase the DL subgroup growth percentile by 5% each year leading up to 62nd percentile in Reading growth.	76.00	60.00	62.00	65.00	70.00
African-American Growth Percentile - Math					
Using 15/16 as a base line, we are striving to increase the African American subgroup growth percentile by 5% each year leading up to the 88th percentile in Math growth.	99.00	53.00	88.00	61.50	70.00
Hispanic Growth Percentile - Math					
Using 15/16 as a base line, we are striving to increase the African American subgroup growth percentile by 5% each year leading up to above the 90th percentile in Math growth.	99.00	84.00	90.00	77.00	70.00
English Learner Growth Percentile - Math					
Using 15/16 as a base line, we are striving to increase the African American subgroup growth percentile by 5% each year leading up to above the 90th percentile in Math growth.	*(Blank)*	65.00	62.00	67.50	70.00
Diverse Learner Growth Percentile - Math					

Using 15/16 as a base line, we are striving to maintain the DL subgroup growth percentile above the 90th percentile in Math growth.	99.00	15.00	90.00	22.50	30.00

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

Using 15/16 as a baseline, we are striving to increase the grades 3-8 National School Attainment Percentile by 2.5% each year up to the 90th percentile in Reading.	82.00	85.00	90.00	87.50	90.00

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

Using 15/16 as a baseline, we are striving to increase the grades 3-8 National School Attainment Percentile by 2.5% each year up to the 85th percentile in Math	86.00	87.00	85.00	88.50	90.00

National School Attainment Percentile - Reading (Grade 2)

Using 15/16 as a baseline, we are striving to increase the grade 2 National School Attainment Percentile by 1% each year up to the 95th percentile in Reading.	76.00	90.00	95.00	90.00	90.00

National School Attainment Percentile - Math (Grade 2)

Using 15/16 as a baseline, we are striving to increase the grade 2 National School Attainment Percentile by 1% each year up to the 96th percentile in Math.	73.00	83.00	96.00	86.50	90.00

% of Students Making Sufficient Annual Progress on ACCESS

Using 14/15 as a baseline, we are striving to increase the percentile of EL's Making Sufficient Progress on ACCESS by 10% each year leading up to the 73.7%.	33.70	*(Blank)*	73.70	83.70	93.70

Average Daily Attendance Rate

Using 14/15 as a baseline, we are striving to increase the daily attendance rate by .5% each year leading up to 97.2%.	96.20	96.00	97.20	96.00	96.00

My Voice, My School 5 Essentials Survey

Areas of focus will be Instructional Leadership by cultivating a Distributed Leadership model providing greater opportunities for teacher input and decision making.	*(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...
If teacher teams collaborate to build a coherent K-8 scope and sequence, curriculum maps, and design units of study with distinct CCSS aligned learning targets at the DOK level of each standard with attention paid to building student AAI as part learner tasks.	Curriculum maps aligned to the cognitive rigor of the Common Core State Standards. In addition, we will see students deeply engaged in their learning , student inquiry, collaborative projects as well as teachers' capacity to create those experiences for students.	This will lead to classroom environments in which learners will have intellectual agency as they share what they think, have ownership in the selection and participation of rigorous tasks and develop positive identities as thinkers and learners. We will see the majority of students meet or exceed growth targets across all attainment quartiles.

Tags: Area(s) of focus:

Action step	Responsible	Timeframe	Status
Grades 3-5 ELA/Math teams, 6-8 math, science, ELA teams will create curriculum maps aligned to scope and sequence-based learning targets to drive the instruction of each unit. (K-3, softer design of units because of guided reading initiative)	Admin Team/ILT/Teacher Teams	May 16, 2018 to Nov 22, 2018	On-Track

Curriculum maps, 1d

K-3 Teachers will engage in softer unit design approach (because of guided reading initiative), building out Curriculum Map only (dashboard) ensuring that daily tasks and objectives are aligned to target learning standards in scopes sequencess	jAdmin Team/ILT/K-3 Teachers	May 16, 2018 to Nov 22, 2018	On-Track

Curriculum mapping, 1d

ILT/Teacher Leadership Team will partner with Lead180/Network to develop a rubric for self reflection and evaluation of units of study - ensuring alignment to target standards and high cognitive demand learning opportunities for students for all specified participating teams.	Admin/ILT/Lead180/Network	Dec 1, 2018 to Dec 21, 2018	Not started

Curriculum Design, Curriculum mapping, 1d

Teacher teams will use rubric for units to collaboratively provide feedback, reflect upon, and revise units of study.	Admin/ILT	Jan 1, 2019 to Feb 22, 2019	Not started

Unit planning, Rubric

Teacher teams will engage in learning walks to ensure alignment between scope and sequence target learning standards, objectives, student tasks, and DOK level of target standards evidenced in student tasks and teacher instruction	Admin/ILT	Jan 1, 2019 to Jun 1, 2020	Not started

Learning walk

Teacher teams engage in a book study to strengthen expertise with higher level questioning for application to units of study.	Admin/ILT	Jan 1, 2019 to Jun 1, 2020	Not started

Professional Learning

Team meetings become a space where teachers share and collaborate to expand and apply new questioning techniques to their units of study.	Admin/ILT	Sep 4, 2018 to Jun 19, 2020	Not started

Teacher collaboration

Teacher teams will engage in learning walks to support implementation of teacher learning on higher order questioning and its application to their units of study.	Admin/ILT	Nov 1, 2018 to Jun 26, 2020	Not started

Learning walks

Strategy 2

If we do...	...then we see...	...which leads to...
If the ILT engages in professional learning on how to function as an effective leadership team, leading and driving professional learning on	Staff members will willingly and effectively collaborate to improve their own practice. Alignment in instructional practices.	A teacher collaborative work environment that will lead to curriculum coherence within and across grade levels. In addition, students will

pedagogy within and across grade levels.

have access to rigorous and motivating academic learning experiences. All teachers will have unit plans aligned to CCSS and levels of DOK and both formative and summative alignment.

Tags:
Collaborative teachers

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
ILT will participate in leadership training with Lead 180 to learn their role as an instructional leadership team to devise, launch and execute school improvement goals.	Raquel Gonzalez Lead 180 ILT	Jun 8, 2018 to Jun 20, 2019	Not started

Collaboration

	Raquel Gonzalez ILT	Sep 4, 2018 to Jun 19, 2020	Not started
The ILT will use team protocols and norms with their grade teams to facilitate communication, cultivate a mindset of focus, discipline, and accountability within their teams to ensure concrete actions are taken toward goals.			

Collaborative teachers

	Raquel Gonzalez ILT	Sep 4, 2018 to Jun 19, 2020	Not started
The ILT will participate in a professional learning community that will lead to learning walks and peer observations to ensue fidelity on the alignment of scope and sequence, target standards and task. In addition, the ILT will use the problem solving process to reflect on the results of the learning walks and peer observations to determine attainment of goals, success and struggles.			

Collaborative teachers

Strategy 3

If we do...	...then we see...	...which leads to...
Build a representative student council for all grade levels to address student concerns and plan school-wide activities.	Students will develop voice and agency with a sense of citizenship and ownership within the school.	A sense of school spirit and community among all stakeholders.

Tags:
Student engagement

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Develop the roles and responsibilities of the student council to determine purpose	Liliana Silva Sonia Ramos Krista Evans	Mar 12, 2018 to Jun 8, 2018	Not started

Student engagement

	Liliana Silva Sonia Ramos Krista Evans	May 15, 2018 to Jun 18, 2018	Not started
Develop norms and protocols for student council meetings to facilitate communication and maintain focus.			

Student engagement

	Student Council	Sep 10, 2018 to Oct 19, 2018	Not started
Create and distribute student interest surveys school-wide to students to determine their interests and areas they feel needs to be a focus, change, etc.			

Student engagement

Student council will review student surveys and develop a plan for school-wide activities.	Student Council	Oct 22, 2018 to Jun 17, 2019	Not started

Student engagement

Strategy 4

If we do...	...then we see...	...which leads to...
If K-3 teachers engage in professional learning cycles in which they learn how to plan and implement Daily 5 and how to plan and implement strategic teaching points in guided reading groups	Teachers helping students develop independence, stamina and accountability as well as help students learn to use reading strategies, increase fluency and comprehension.	Improved school-wide achievement and success in literacy. All students making expected growth and 100% of students at or above grade level as measured by TRC in grades K-2 and NWEA in grade 3.

Tags:
1d

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Create a profesional learning calendar that includes action steps based upon Daily 5 and guided reading strategies. The professional learning cycle that will be carried out during weekly grade level meetings for SY 18 and SY 19.	Raquel Gonzalez	Sep 4, 2018 to Jun 14, 2019	Not started

1 guided reading

Team meetings become a space where teachers share and collaborate to develop their understanding on how to implement systems and structures around the Daily 5 and how to implement independent balanced literacy practices.	Raquel Gonzalez	Sep 4, 2018 to Jun 14, 2019	Not started

1 guided reading

Teachers engage and implement learning on strategically grouping students in guided reading groups and targeting student learning needs in guided reading groups.	Raquel Gonzalez	Sep 14, 2018 to Jun 14, 2019	Not started

1 guided reading

Build teacher capacity to progress monitoring and respond appropriately to student need as part of guided reading process	Raquel Gonzalez	Sep 14, 2018 to Jun 21, 2019	Not started

Guided reading

Determine and create professional learning cycle plan and determine targeted learning walk "look-fors" around systems, structures, and activities within Daily 5, and guided reading	Raquel Gonzalez	Oct 2, 2018 to Jun 14, 2019	Not started

1 guided reading

Action Plan

Strategy 1

ON-TRACK

Grades 3-5 ELA/Math teams, 6-8 math, science, ELA teams will create curriculum maps aligned to scope and sequence-based learning targets to drive the instruction of each unit. (K-3, softer design of units because of guided reading initiative)"

May 16, 2018 to Nov 22, 2018 - Admin Team/ILT/Teacher Teams

Status history

May 17

| ON-TRACK | May 17, 2018 |

Evidence
Completed curriculum map for each unit

| NOT STARTED |

ILT/Teacher Leadership Team will partner with Lead180/Network to develop a rubric for self reflection and evaluation of units of study - ensuring alignment to target standards and high cognitive demand learning opportunities for students for all specified participating teams."

Dec 01, 2018 to Dec 21, 2018 - Admin/ILT/Lead180/Network

Status history

May 17

| NOT STARTED | May 17, 2018 |

Evidence
Development and use of rubric

| NOT STARTED |

Teacher teams will engage in learning walks to ensure alignment between scope and sequence target learning standards, objectives, student tasks, and DOK level of target standards evidenced in student tasks and teacher instruction"

Jan 01, 2019 to Jun 01, 2020 - Admin/ILT

Status history

May 17

| NOT STARTED | May 17, 2018 |

Evidence
Completed observation rubrics, teacher feedback

| ON-TRACK |

K-3 Teachers will engage in softer unit design approach (because of guided reading initiative), building out Curriculum Map only (dashboard) ensuring that daily tasks and objectives are aligned to target learning standards in scopes sequencess"

May 16, 2018 to Nov 22, 2018 - jAdmin Team/ILT/K-3 Teachers

Status history

May 17

| ON-TRACK | May 17, 2018 |

Evidence
Completed Curriculum map dashboards, alignment of classroom tasks to target standards

| NOT STARTED | Teacher teams will use rubric for units to collaboratively provide feedback, reflect upon, and revise units of study."

Jan 01, 2019 to Feb 22, 2019 - Admin/ILT

Status history

May 17

| NOT STARTED | May 17, 2018 |

Evidence

Use of rubric and revision of units

NOT STARTED Teacher teams engage in a book study to strengthen expertise with higher level questioning for application to units of study."

Jan 01, 2019 to Jun 01, 2020 - Admin/ILT

Status history

May 17

NOT STARTED May 17, 2018
Evidence
Agendas, meetings, application of strategies.

NOT STARTED

Team meetings become a space where teachers share and collaborate to expand and apply new questioning techniques to their units of study."

Sep 04, 2018 to Jun 19, 2020 - Admin/ILT

Status history

May 17

NOT STARTED May 17, 2018
Evidence
Team meeting notes

NOT STARTED

Teacher teams will engage in learning walks to support implementation of teacher learning on higher order questioning and its application to their units of study."

Nov 01, 2018 to Jun 26, 2020 - Admin/ILT

Status history

May 17

NOT STARTED May 17, 2018
Evidence
Rubric, problem solving process notes, trends, next steps

Strategy 2

NOT STARTED

ILT will participate in leadership training with Lead 180 to learn their role as an instructional leadership team to devise, launch and execute school improvement goals."

Jun 08, 2018 to Jun 20, 2019 - Raquel Gonzalez Lead 180 ILT

Status history

May 17

NOT STARTED May 17, 2018
Evidence
Written description of the role of the ILT

NOT STARTED

The ILT will use team protocols and norms with their grade teams to facilitate communication, cultivate a mindset of focus, discipline, and accountability within their teams to ensure concrete actions are taken toward goals."

Sep 04, 2018 to Jun 19, 2020 - Raquel Gonzalez ILT

Status history

May 17

NOT STARTED   May 17, 2018
Evidence
Weekly team meetings/agendas

NOT STARTED

The ILT will participate in a professional learning community that will lead to learning walks and peer observations to ensue fidelity on the alignment of scope and sequence, target standards and task. In addition, the ILT will use the problem solving process to reflect on the results of the learning walks and peer observations to determine attainment of goals, success and struggles."

Sep 04, 2018 to Jun 19, 2020 - Raquel Gonzalez ILT

Status history

May 17

NOT STARTED   May 17, 2018
Evidence
Instructional walk

Strategy 3

NOT STARTED   Develop the roles and responsibilities of the student council to determine purpose"

Mar 12, 2018 to Jun 08, 2018 - Liliana Silva Sonia Ramos Krista Evans

Status history

May 17

NOT STARTED   May 17, 2018
Evidence
Roles and responsibilities completed

NOT STARTED   Develop norms and protocols for student council meetings to facilitate communication and maintain focus."

May 15, 2018 to Jun 18, 2018 - Liliana Silva Sonia Ramos Krista Evans

Status history

May 17

NOT STARTED   May 17, 2018
Evidence
Norms and protocols completed

NOT STARTED

Create and distribute student interest surveys school-wide to students to determine their interests and areas they feel needs to be a focus, change, etc."

Sep 10, 2018 to Oct 19, 2018 - Student Council

Status history

May 17

NOT STARTED   May 17, 2018
Evidence
Completion of student surveys

NOT STARTED

Student council will review student surveys and develop a plan for school-wide activities."

Oct 22, 2018 to Jun 17, 2019 - Student Council

Status history

May 17

NOT STARTED | May 17, 2018
Evidence
Schedule and plan of school-wide activities

Strategy 4

NOT STARTED

Create a profesional learning calendar that includes action steps based upon Daily 5 and guided reading strategies. The professional learning cycle that will be carried out during weekly grade level meetings for SY 18 and SY 19."

Sep 04, 2018 to Jun 14, 2019 - Raquel Gonzalez

Status history

May 17

NOT STARTED | May 17, 2018
Evidence
Books distributed to teachers/Calendar

NOT STARTED

Team meetings become a space where teachers share and collaborate to develop their understanding on how to implement systems and structures around the Daily 5 and how to implement independent balanced literacy practices."

Sep 04, 2018 to Jun 14, 2019 - Raquel Gonzalez

Status history

May 17

NOT STARTED | May 17, 2018
Evidence
Team meeting agendas and minutes

NOT STARTED

Teachers engage and implement learning on strategically grouping students in guided reading groups and targeting student learning needs in guided reading groups."

Sep 14, 2018 to Jun 14, 2019 - Raquel Gonzalez

Status history

May 17

NOT STARTED | May 17, 2018
Evidence
Targeted Learning walks

NOT STARTED

Determine and create professional learning cycle plan and determine targeted learning walk "look-fors" around systems, structures, and activities within Daily 5, and guided reading"

Oct 02, 2018 to Jun 14, 2019 - Raquel Gonzalez

Status history

NOT STARTED   May 17, 2018
Evidence
Learning Walk "look for" list

NOT STARTED   Build teacher capacity to progress monitoring and respond appropriately to student need as part of guided reading process"

Sep 14, 2018 to Jun 21, 2019 - Raquel Gonzalez

Status history

NOT STARTED   May 17, 2018
Evidence
Progress Monitoring

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

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

◯ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

Both the Parent Advisory Committee and the Bilingual Advisory Committee meet on a monthly basis to address general issues of concern. In addition, the parents receive training on a variety of issues related to parenting elementary aged children. In this venue, both at the beginning and at the ending of the year, parents have the opportunity to review and discuss the parent involvement plan and policy. Also, Local School Council parent representatives are included in the development and approval of the CIWP and any amendments that are needed.

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

The NCLB Title I Annual Meeting is scheduled for September 20, 2018 at 9:00 am. The PAC Organizational Meeting is scheduled for September 20, 2018 at 9:45 am. Parents and Local School Council Representatives are invited to attend and participate in the meeting. An employee on the Administrative Team, who serves as the Parent Coordinator, organizes monthly meetings with both the PAC and the BAC teams to discuss the schools instructional programs.

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.

All parents are invited to the LSC, BAC and PAC meetings where input and suggestions are encouraged. Parent input is also included during the School Improvement Planning process. Parent suggestions and input is assimilated into the school plans by the Principal and the leadership team.

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.

All parent assessment reports that are generated from the district wide formative and summative assessments are given to the parents upon receipt or generation. Homeroom teachers distribute said reports to the families either through the children or during parent conferences. The School Counselor is available to explain and discuss the assessment results with the students and parents.

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.

All teachers at Greeley meet the Highly Qualified requirements of ESSA. Any teacher not meeting these requirements will not be placed in a job description they do not qualify for. In the rare event that there is no other choice, parents will receive in writing the NHQ status of the teacher.

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.

Greeley formally meets with all parents to discuss standards, objectives, student progress and assessments three times in the year (Open House and Report Card Pick Up Days). In addition, there are voluntary monthly parent meetings as well as monthly written communication with parents that address similar topics.

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.

Parent training takes place at our monthly PAC and BAC meetings. A small budget is allocated to provide workshops on a variety of topics geared toward making the home and school connection. Topics covered are determined by the parent groups and include literacy, technology and parenting elementary aged children. Parents are also given an opportunity to contribute to the greater school events through their involvement in these committees.

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.

Parent involvement is a professional development topic we discuss during the opening of school procedures. Teachers are required to communicate with parents through a variety of means throughout the course of the school year. In addition, all parents are given the opportunity to volunteer and visit their child's classroom. We stress the importance of having parents as our partners in the education of the children and seek to empower parents toward that end. Greeley will also formalize a Parent Teacher Organization in order to strengthen the partnership between educators and families while adding value to the school in tangible ways. In addition, through our partnership with One Northside we were able to bring the Parent Mentor Program to Greeley. This program provides professional development to parents on how to assist teachers in educating students in the classroom.

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.

> A variety of parent activities will be scheduled in coordination with the ECE teachers. During these times, parents will be invited to visit the class and participate in structured activities with their children that are led by the teacher.

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.

> Parent communication is sent home in the form of calendars, Remind, Robo calls, and our school website. These include important dates for meetings and other activities. The information is sent home in our primary languages, English, Spanish and Polish.

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.)

> The educators at Greeley will look at each child as an individual, create learning experiences that make the content meaningful, facilitate a learning environment that encourages positive social interaction and active engagement in learning and self-motivation. The administration will provide a school-wide positive learning climate and an effective professional development program that will assist the staff in sharing and implementing best instructional practices.

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.

> The school will organize three parent teacher conference dates in the calendar year. These conferences will take place in the classroom on or about the following dates: September 2018 - Open House, November 2018 - Report Card Pick Up Day, and April 2018 - Report Card Pick Up Day. In addition parent teacher conferences will be available at any point in the school year at the request of either party.

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

> Parents will be given a paper report on student progress every five weeks alternating the Five Week Progress Report and the Quarterly Report Card. For example, five weeks into the school year parents will receive the first Five Week Progress Report and five weeks after that they will receive the First Quarter Report Card. This will continue for all four quarters. In addition, parents will be encouraged to view the electronic Gradebook every two weeks to monitor student progress during interim times.

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

> Parents will be provided access to staff during the Open House and the first and third quarter Report Card pick up days. Parents can also meet with staff members at a mutually convenient and agreed upon time.

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

> Parents may participate be becoming involved in the following activities or committees: PAC/BAC, Parent Volunteer Program, Parent Patrol Program, LSC Committees, Parent Mentor Program, Parent Garden Committee, PTO, field trips, classroom activities and special activities.

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

Parents have access to teachers to discuss any concerns that they might have with their children. Parents are invited to participate in parent groups geared toward empowering them to extend learning activities to the home. Parents will also be give monthly tips and strategies to implement at home. It is understood that we all have a part in students success and so we will all commit to doing our part.

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

Both the PAC and the BAC committees serve as advisory committees for parents to be involved in the decision-making as it relates to the educational programs of the school. Also, all LSC meetings are open meetings that encourage public participation. Parents are invited to interact with the LSC when decisions need to be made.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will be held accountable to doing their part to ensure that they take advantage of the opportunities made available to them. We will encourage and positively reinforce good attendance and high academic achievement. In addition, we will take an individualized approach as it relates to difficult situations hindering student progress.

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.

Our goal is to continue to provide workshops for parents that help their child be successful in school and also provide workshop and information based on the current school year calendar (NWEA, ACCESS, High Schools). September-Officer Elections and goals for the year. October- Parents will vote on workshops for the year. November- Provide parents with information on NWEA, and High School Selective Enrollment Process with GoCPS. December- Provide a parent workshop on a selected topic and provide information regarding ACCESS testing for Bilingual Students. January- Provide a parent selected workshop. February- Provide a workshop on PARCC testing. March- Provide a workshop on a parent selected topic and review NWEA testing information. April-June - Will be parent selected topics and set goals for the following school year.

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.	$	500	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	780	.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)	$	1840	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.00
54205 Travel	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	Amount	.00

<p>54565</p>**Reimbursements**

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

$ | Amount | .00

<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

$ | Amount | .00

53306 **Software**

Must be educational and for parent use only.

$ | Amount | .00

55005 **Furniture and Equipment**

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

$ | Amount | .00