Walter L Newberry Math & Science Academy ES  /  Plan summary

# 2018-2020 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------|--------------|-------|
| 11/03/2017 | All staff | Introduction to CIWP |

| | | |
|---|---|---|
| 02/28/2018 | CIWP Team | Review & scoring of SEF |
| 03/13/2018 | Student Lighthouse Team | Review & scoring of SEF |
| 02/02/2018 | all staff | Review of 5Essentials & School Quality Rating |
| 03/14/2018 | CIWP Team | Review of SEF scores, determining root causes & determining strategies |
| 03/21/2018 | CIWP Team | Theories of Action & Strategy Development |
| 04/04/2018 | CIWP Team | Strategy Development |
| 04/11/2018 | CIWP Team | Strategy Development & Action Items |
| 04/18/2018 | CIWP Team | Strategy Development, Action Items & Parties Responsible |
| 04/25/2018 | CIWP Team | Action Item & Parties Responsible sections |
| 05/02/2018 | CIWP Team | Finalize CIWP and add network-issued recommendations |

## 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

> School administration will continue working with staff on making inroads to further enhance school-wide culture. Results from Student Lighthouse, 5Essentials & CIWP surveys reflect this as an area functioning effectively.

### 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)<br>✓ Five Essentials – Program Coherence |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction<br>A5. School Vision and Mission Drive Decision-Making<br>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

> Survey data from ILT and CIWP Team reflect this as an area where much improvement has been shown. Teachers surveyed report satisfaction with the purposefulness of PDP professional learning time. 5Essentials data reflect this as an area of strength.
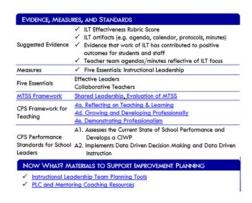
## Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

**Professional Learning:**

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

Score

1 **2** 3 4

> Survey data from the CIWP Team reflect that teachers desire deeper professional learning in the areas of special education inclusive practices as well as deepening their knowledge of the Depth of Knowledge matrix. 5Essentials data reflect that 44% of teachers wish to observe one another's teaching and over 50% desire to develop teaching strategies together.

## 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

**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

> CIWP Team surveys reflect that the school plan for aligning resources is fiscally sound. The school schedule reflects maximized instructional time for all homeroom and interventionist educators.

## Guide for Aligned Resources

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

Evidence, Measures, and Standards

Expectations for depth & breadth of Student Learning

**Curriculum:**

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

Score

1   **2**   3   4

> 5Essentials Ambitious Instruction & Collaborative Teachers survey sections are strong, however SQRP data reflects more heightened attention to subgroup growth: African-American growth is Reading is at 58th %ile and 57th%ile in Math, Diverse Learner growth in Reading is at the 30th%ile in Reading and 12%ile in Math. School-wide Reading growth places Newberry at the 66%ile in Reading and 80th%ile in Math, further demonstrating a need to develop more cohesive instructional practices.

## 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

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

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

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

**Instructional Materials:**

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

Score

1  2  **3**  4

> Student Lighthouse survey data reflects student satisfaction with materials (both multi-media and texts) provided by the school. 5-Essentials data in Ambitious Instruction was scored at a neutral level, leaving room for more improvement.

## 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

**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

Staff responses as well as Student Lighthouse feedback reflects a growing need to improve teacher feedback on assessments as well as increases rigorous tasks. According to the 5-Essentials Survey, although math and student discussion scored very high, English scored at a 49 (neutral), which shows there is room to grow. Also, according to SQRP, diverse learners growth percentile was much lower (30th %ile) compared to the national average.

## 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)

Staff feedback reflects there is a readiness for most all Newberry stakeholders in understanding the high school transition process as well as exposure to college-level awareness. There are several after-school programs that focus high school readiness. The school counselor also teaches the program Naviance, which prepares students for high school and helps them set, monitor, and achieve academic and personal goals. In the 5-essentials survey, the Collective Responsibility section was scored in the Strong area. There are several opportunities throughout the year for middle school parents to learn about the transition into high school.

## Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to

graduate from college if they attend a postsecondary institution with high graduation rates
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards



| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Data on college visits and college fair information <br> ✓ Naviance Monthly Data <br> ✓ Scholarships earned <br> ✓ Artifacts, plans, or timelines related to successful transitions structures <br> ✓ To & Through data |
| Measures | ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates <br> ✓ Early College and Career Credentials |
| Five Essentials | Ambitious Instruction          Supportive Environment |
| MTSS Framework | Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ Everything College
- ✓ CPS Advisory Framework
- ✓ Preventing college plans from melting away
- ✓ To & Through Project
- ✓ Redefining College & Career Readiness
- ✓ College Scorecard
- ✓ CPS College Persistence Toolkit
- ✓ Meaningful Linkages Between Summer Programs, Schools, and Community
- ✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK    17

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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

> Survey data reflects the desire from students to delve deeper into content and current events. Due to recent exposure of Webb's Depth of Knowledge, the teachers have discussed and agree that more rigorous discussions, and activities can be used in the classroom. According to the 5-essential survey, observing other teachers' classroom to offer feedback and get ideas for your own instruction, scored very low.

## Guide for Instruction

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

- Monitor progress and check for understanding for individual students.
- Change instructional practice based on analysis of current data.
- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
- Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
  - **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards



**Balanced Assessment & Grading:**

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

### Score

1   **2**   3   4

> Survey data from students and the CIWP team reflect the desire and increasing need to utilize questioning skills and other performance-based assessments to more accurately reflect student acquisition and mastery of standards. According to the 5-essential survey, only 26% of teachers say they asked challenging questions on assessments. Also, 56% of teachers never or rarely have students revise writing based teacher comments. 48% of teachers rarely or never have students create their own math problems for other students to solve.

## 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

> The school has an MTSS team guided by clear strategies and protocols. Teachers are included in the process and process for intervention and/or referral is collaborative and fair. Teachers could benefit from a collaborative approach where teachers share any information on students and provide possible suggestions/strategies to better assist struggling learners. Also according to the SQRP, diverse learners' growth is low at the 30th %ile in reading and 12th%ile in math.

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

## Expectations for Quality & Character of School Life

**Culture for Learning:**

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.

> Survey data reflects a high culture for learning in that students are held to standards, must demonstrate their learning and are pushed beyond their zones or proximal development. Instructional Leadership scored at a neutral rating according to the 5-essential survey.

### Score
1  2  **3**  4

## 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



**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

> Continued attention to this area, with increased learning opportunities for staff on social-emotional learning may show positive development in this area. According to the 5-essential survey, teacher-administration trust and teacher-influence was scored at a neutral rating. Only 25% of students report that their teachers listen to their ideas and 41% feel that their teachers keep their promises.

## 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<br>✓ School Climate Standards Self-Assessment |
| Measures | ✓ Five Essentials |
| Five Essentials | Collaborative Teachers<br>Supportive Environment |
| MTSS Framework | Shared Leadership, Family & Community Engagement |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students<br>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<br>E1. Creates a Culturally Responsiveness Climate |
| Now WHAT? Materials to Support Improvement Planning | |
| ✓ Social Emotional Learning Supports (cps.edu/sel)<br>✓ Trust in Schools: A Core Resource for School Reform (ASCD)<br>✓ 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

Survey data reflects that students feel their voices are heard and that the Student Lighthouse Team plays a major role in the communication between students and teachers. With the implementation of the Leader in Me program, students are encouraged to take leadership roles within the school community to help get their voices heard.

## Guide for Student Voice, Engagement, & Civic Life

**Study politics**

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

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

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

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

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

## Evidence, Measures, and Standards

**Safety & Order:**

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

Score

1 **2** 3 4

> Survey data reflects that interactions between staff and students can become less disciplinary in nature. According to the 5-essential survey, safety scored in the strong rating. 80% of students claim they feel safe in school and on their way to and from school.
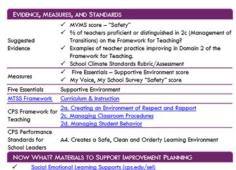
## Guide for Safety & Order

- **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

**Restorative Approaches to Discipline:**

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students

Score

1 **2** 3 4

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.

> Survey data reflects a need to provide in-service opportunities for staff to learn restorative approaches to discipline infractions. Additional survey data reflects the desire from student leaders to help play a role in enacting restorative approaches in the school. Although most teachers (62%) report that they feel they have control over their behavior system, many feel that more support or a more uniformed, school-wide approach to behavior monitoring can be implemented.

## 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)<br>✓ 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<br>2d. Managing Student Behavior<br>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<br>✓ Guideline for Effective Discipline | |

**Parent and Family Partnership:**

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

Score

1   2   **3**   4

The school has a very active fundraising team of parents as well as volunteers who organize events for students and families. Parents host luncheons in gratitude for staff, the BAC meets monthly and the Title 1 PAC collaborates with the Principal on funding and decision-making. The LSC works in collaboration with the Principal to make decisions and advise in the direction of the school. According to the 5-essential survey, teacher parent trust was rated as strong, parent involvement (strong). But the data from 5-essential survey also shows that parents communicating with teachers is an area of improvement.

## 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: Professional Learning | **1** 2 3 4 5 ⊘ |
| 2 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 2 3 4 5 **⊘** |

| | | Rating |
|---|---|---|
| 2 | Expectations for depth & breadth of Quality Teaching: Instruction | **2** |
| 2 | Expectations for depth & breadth of Student Learning: Curriculum | ⊘ |
| 2 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | **3** |
| 2 | Expectations for Quality & Character of School Life: Relational Trust | **5** |
| 2 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | ⊘ |
| 2 | Expectations for Quality & Character of School Life: Safety & Order | **4** |
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | ⊘ |
| 3 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports | ⊘ |
| 3 | Expectations for depth & breadth of Student Learning: Instructional Materials | ⊘ |
| 3 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | ⊘ |
| 3 | Expectations for Quality & Character of School Life: Culture for Learning | ⊘ |
| 3 | Expectations for Quality & Character of School Life: Parent and Family Partnership | ⊘ |
| 3 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | ⊘ |

## 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** | | | | | |
| Our Strategy 1 of the CIWP reflects our need to strengthen teacher collaboration time to develop more cohesive reading instruction. Professional learning time embedded within the school week will aid in developing deep thinking skills to promote critical thinking abilities around texts. | 92.00 | 66.00 | 94.00 | 68.00 | 70.00 |
| **National School Growth Percentile - Math** | | | | | |
| SQRP and NWEA data reflect deeper professional development to strengthen delivery of mathematics instruction. Interventionist will continue to support classroom instruction through meeting with groups. Moving forward, all teachers of mathematics will utilize a common progress monitoring tool to identify student needs as we progress through the curriculum. | 68.00 | 80.00 | 80.00 | 85.00 | 90.00 |

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

| | | | | | |
|---|---|---|---|---|---|
| 2016-2017SQPR data shows this area at the 68th%ile while 2017-2018SQRP data reflects the 64th%ile. Closer attention to overall meeting and exceeding through attention to student assessment design and deep critical thinking is addressed within the 2018-2020 CIWP. | 66.80 | 63.90 | 70.00 | 66.95 | 70.00 |

**African-American Growth Percentile - Reading**

| | | | | | |
|---|---|---|---|---|---|
| To facilitate the growth we are expecting to see within this subgroup, we have embedded within Strategies 1-3 of the CIWP, cultural awareness and sensitivity training for staff, social-emotional supports for students who demonstrate learning and/or emotional needs and teacher co-planning time to plan for intervention and instruction. | 91.00 | 58.00 | 55.00 | 64.00 | 70.00 |

**Hispanic Growth Percentile - Reading**

| | | | | | |
|---|---|---|---|---|---|
| Although this subgroup is demonstrating consistent growth, parent involvement with the Bilingual Advisory Committee can provide Newberry's Hispanic families with more opportunities to connect with curriculum resources available within the school and parent support within the district. | 87.00 | 60.00 | 98.00 | 65.00 | 70.00 |

**English Learner Growth Percentile - Reading**

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

**Diverse Learner Growth Percentile - Reading**

| | | | | | |
|---|---|---|---|---|---|
| SY2017-2018 was our school's first year receiving professional development and support from The Gust Foundation focused on developing inclusive teaching strategies and practices. SY2018-2019 will be our second year. A new cohort of co-teaching teams will be trained and Newberry will receive an in-house coach from the Foundation on a weekly basis to provide on-site training and modeling. Within the co-teaching setting, our instructional practices will strengthen student abilities to access general education curriculum, meet IEP goals, and interact with grade level curriculum and peers with success. | 85.00 | 30.00 | 40.00 | 40.00 | 50.00 |

**African-American Growth Percentile - Math**

| | | | | | |
|---|---|---|---|---|---|
| Historical performance reflects consistently high performance from our African-American students within grades 5-6. To replicate the growth demonstrated within these grades, teachers will learn and implement grouping of students within the mathematics period in order to more deeply personalize their experience with math curriculum. Teachers will have a fuller understanding of student math needs. | 40.00 | 57.00 | 40.00 | 63.50 | 70.00 |

**Hispanic Growth Percentile - Math**

| | | | | | |
|---|---|---|---|---|---|
| These are achievable goals as we move forward. Our Hispanic subgroup has historically demonstrated high mathematics performance and growth. Coupled with the push for grouping of students within the math block, deeper connections with between student and teacher and between student and math curriculum will develop. | 78.00 | 86.00 | 80.00 | 70.00 | 78.00 |

**English Learner Growth Percentile - Math**

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

**Diverse Learner Growth Percentile - Math**

| | | | | | |
|---|---|---|---|---|---|
| Through years one and two professional learning from The Gust Foundation, teachers will practice and implement inclusive practices so diverse learners demonstrate success within resource and inclusive settings, commensurate to grade level peers. Job-embedded professional learning through the weekly PDP time will strengthen the diverse learner specialists knowledge around delivery of instruction and their co-planning with general education colleagues to ensure accommodations and modifications are implemented. | 37.00 | 12.00 | 42.00 | 21.00 | 30.00 |

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

| | 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQRP Goal | 2018-2019 SQRP Goal | 2019-2020 SQRP Goal |
|---|---|---|---|---|---|
| Since SQRP2016-2017, we have remained in the 87th growth percentile. Although a high growth percentile, the goals moving forward are appropriate to push reading instruction above and beyond current numbers. Professional learning around critical thinking abilities will deepen student connections with texts and with one another around the curriculum. | 87.00 | 87.00 | 96.00 | 88.50 | 90.00 |

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

| | | | | | |
|---|---|---|---|---|---|
| SQRP2016-2017 data shows math growth in the 76th growth percentile and SQRP2017-2018 data reflects the 79th. Growth is steady and future goals are achievable as we move towards personalization of mathematics curriculum through implementing student grouping. | 76.00 | 79.00 | 95.00 | 84.50 | 90.00 |

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

| | | | | | |
|---|---|---|---|---|---|
| SQRP2016-2017 data reflects this grade level at the 88th percentile and SQRP2017-2018 shows this grade level at the 89th. Attainment is high and continued increase in student attainment is reasonable. The transition in maturity and connection to texts from 2nd to 3rd grades is imperative to promote richer student discourse and reading independence. Intervention within Grade 2 in the form of MTSS and student groupings will focus deeply on student thinking demonstrated through increasingly rigorous tasks. | 88.00 | 89.00 | 92.00 | 89.50 | 90.00 |

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

| | | | | | |
|---|---|---|---|---|---|
| SQRP2016-2017 data shows Grade 2 mathematics attainment at the 68th percentile and SQRP2017-2018 data shows the grade level at the 64th. The decrease in attainment percentiles will be met with job-embedded professional development | 68.00 | 64.00 | 83.00 | 67.00 | 70.00 |

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

| | | | | | |
|---|---|---|---|---|---|
| n/a | 47.60 | (Blank) | 0.00 | 0.00 | 0.00 |

**Average Daily Attendance Rate**

| | | | | | |
|---|---|---|---|---|---|
| SQRP2016-2017 & 2017-2018 data show attendance at 95%. School-wide incentives, coupled with personal communications over the course of the school year from homeroom teacher and Principal have led to increased attendance rates during the current school year. | 95.30 | 95.50 | 96.30 | 95.75 | 96.00 |

**My Voice, My School 5 Essentials Survey**

| | | | | | |
|---|---|---|---|---|---|
| Increased attention to overall trust, instructional leadership, quality professional development and academic personalism have been embedded within the 2018-2020 CIWP. Culture and climate activities we have planned will impact the relational trust and connectedness measured within the 5Essentials survey. | (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 we provide consistent time and opportunity for professional learning to equip teachers with academic and social-emotional strategies, | then we see teachers implementing new learning in the classroom as evidenced by lesson plans and formal/informal observations | which leads to decreased infraction referrals, overall climate and culture improvements as reflected in 5Essentials and school-developed surveys and improvements in state and district- |

wide assessments.

Tags:
Climate and Culture, Common planning time, 5 essentials, Collaborative planning, Collaoration, Collaborative learning, Appropriate behaviors

Area(s) of focus:
1, 2

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Develop a system for lesson and unit plan creation that reflects attention The Leader in Me, CCSS standards, content and levels of deep questioning, developed in September of 2018 and implemented through June 2019. | School administration & Grade level teams | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Leadership, Planning for instruction**

| | | | |
|---|---|---|---|
| Grade level release day once per quarter to plan and collaborate, implemented during Q1-Q4 of the 2018-2019 school year. | School administration & grade level teams | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Collaborative teachers, Planning for instruction**

| | | | |
|---|---|---|---|
| Racial equity, cultural awareness and culture of calm professional learning opportunities for staff with grade level follow-up during Principal-Directed Prep sessions and whole staff follow up during designated School-Improvement Days between September 2018 - June 2019. | School Administration | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Professional Learning, Diversity, Culturally relevant**

| | | | |
|---|---|---|---|
| Ongoing professional learning for teachers on Webb's Depth of Knowledge with follow-up during Principal-Directed Prep session, formal and informal classroom observations, and peer observations spanning September 2018 - June 2019. | Administration | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Professional Learning, Depth of knowledge, Questioning**

| | | | |
|---|---|---|---|
| Develop a schedule that allows for co-planning to exist between resource and general education provider, focused on building the capacity of all staff members to provide accommodations, modifications and differentiated instruction between June-August of 2018. | Scheduling Team & Administration | Jun 25, 2018 to Aug 31, 2018 | On-Track |

**Inclusion, Collaborative teachers, Planning for instruction, Diverse learning strategies**

## Strategy 2

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| If we strengthen student thinking abilities through by developing rigorous student learning tasks and asking higher-order thinking questions, | then we see both teachers and students engaging in authentic discussion about content as measured by the Depth of Knowledge. | which leads to acquisition of content area standards as demonstrated in benchmark assessments, NWEA scores and increased student connectedness to content in 5Essentials surveys. |

Tags:
Depth of knowledge, Student discourse, Questioning, Higher order thinking

Area(s) of focus:
3

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Teacher preparation and collaboration time will be used towards developing higher-order thinking techniques and strategies which will be implemented in the classroom with follow up during Principal-Directed Prep sessions, formal and informal observations and peer observations between September 2018 - June 2019. | Grade level teams, Special Education providers | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Depth of knowledge, Diverse learner teachers, Collaborative planning, Higher order thinking**

| Field trips and cultural assemblies will be planned and developed on a quarterly basis to nurture the cultural relevance to school-wide curriculum and initiatives between September 2018 - June 2019. | All teachers, grade level teams and Special Education providers | Sep 12, 2018 to Jun 21, 2019 | Not started |
|---|---|---|---|

**Culturally relevant programming, Field trips**

| During weekly PDP meetings, time and attention is devoted towards aligning learning tasks, objectives and assessments to CCSS and the Depth of Knowledge between September 2018 - June 2019. | Administration & PDP Leadership Team | Sep 12, 2018 to Jun 21, 2019 | Not started |
|---|---|---|---|

**Depth of knowledge, Common core state standards, Planning for instruction**

| MTSS tiered intervention process is utilized school-wide with fidelity; teachers collaboratively decide how students receive intervention and data is collected to inform this framework spanning from September 2018 - June 2019. | Classroom teachers & MTSS Team | Sep 12, 2018 to Jun 21, 2019 | Not started |
|---|---|---|---|

**MTSS**

| Classroom teachers will use the language of leadership and the 7 Habits of Highly Effective People embedded within content area curriculum so as to empower students to lead discourse spanning from September 2018 - June 2019. | Staff Lighthouse Team, individual classroom teachers, PDP Leadership Team, School Administration | Sep 12, 2018 to Jun 21, 2019 | On-Track |
|---|---|---|---|

**Depth of knowledge, Planning for instruction, Higher order thinking**

| Depth of Knowledge is reflected within teacher lesson planning, classroom instruction, learning products and assessments spanning from September 2018 - June 2019. | Administration, PDP Leadership Team & individual classroom teachers | Sep 12, 2018 to Jun 21, 2019 | On-Track |
|---|---|---|---|

**Depth of knowledge, Planning for instruction**

## Strategy 3

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| If we develop and implement a consistent, school-wide behavior model promoting Leader in Me principles, | then we see all members of the school community having a clear understanding of expectations and appropriate responses to students' academic and social-emotional needs, | which leads to increased satisfaction on 5Essentials surveys, decreased discipline infractions and more student-led academic and social-emotional activities. |

Tags:
Behavior and Safety, SEL, Leader in me

Area(s) of focus:
4, 5

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Develop and employ a behavior system that guides students to take ownership, resolve conflict, learn from their actions, and celebrate positive interactions between September 2018 - June 2019. | Teacher leadership Team, School Counselor & Administration | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Discipline, Positive behavior supports, Conflict resolution**

| | | | |
|---|---|---|---|
| Students and teachers recognize and embrace each other's genius through designated weekly community-building activities between September 2018 - June 2019. | Individual classroom teachers | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Leader in me, Positive interactions, Changing paradigms**

| | | | |
|---|---|---|---|
| Individual teachers will develop a system of positive home-school communication to forge relationships that serve to empower and build-up learners and decrease student misconduct between September 2018 - June 2019. | Individual classroom teachers | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Parent communication, Student relationship building**

| | | | |
|---|---|---|---|
| Classroom celebrations and school-wide leadership assemblies built into the school calendar and implemented between September 2018 - June 2019. | Grade level teams | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Student leadership, Student relationship building, School assemblies**

| | | | |
|---|---|---|---|
| Student-planned and student-led Academy Days in grades 7-8, each focusing on Leader in Me principles developed and implemented between September 2018 - June 2019. | Middle School Teachers & School Administration | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Student leadership, Leader in me**

| | | | |
|---|---|---|---|
| Kindergarten - 6th grade teachers will replicate the middle school's Academy Day activities, as appropriate for the ages and development of their students and conduct these on a quarterly basis between September 2018 - June 2019. | Grade level teams & School Administration | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Instructional planning, Leader in me**

| | | | |
|---|---|---|---|
| Staff handbook lays out plans for collective ownership of students by all staff members developed between July - August of 2018 and presented to staff in August 2018. | School Administration & individual classroom teachers | Jul 1, 2018 to Aug 31, 2018 | Not started |

**Shared leadership, Collective responsibility**

| | | | |
|---|---|---|---|
| Monthly instruction around diverse themes such as African-American History, Women's History, Hispanic Heritage, American-Indian Heritage, Disability Awareness, etc. between September 2018 - June 2019. | Individual classroom teachers, Arts Department, student leadership teams and School Administration, grade level teams | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Diversity & inclusion**

| | | | |
|---|---|---|---|
| Student-led quarterly assemblies and/or celebrations around identified themes developed and implemented between September 2018 - June 2019. | Student Lighthouse | Sep 12, 2018 to Jun 21, 2019 | Not started |

**Leadership, Diversity**

Action Plan

Strategy 1

NOT STARTED

Develop a system for lesson and unit plan creation that reflects attention The Leader in Me, CCSS standards, content and levels of deep questioning, developed in September of 2018 and implemented through June 2019."

Sep 12, 2018 to Jun 21, 2019 - School administration & Grade level teams

## Status history

May 19

NOT STARTED

May 19, 2018
**Evidence**
Lesson and unit plans

NOT STARTED

Grade level release day once per quarter to plan and collaborate, implemented during Q1-Q4 of the 2018-2019 school year."

Sep 12, 2018 to Jun 21, 2019 - School administration & grade level teams

## Status history

May 19

NOT STARTED

May 19, 2018
**Evidence**
Collaboratively-planned quarterly plans for each grade level, monthly/quarterly schedule and corresponding sign-in sheets

NOT STARTED

Racial equity, cultural awareness and culture of calm professional learning opportunities for staff with grade level follow-up during Principal-Directed Prep sessions and whole staff follow up during designated School-Improvement Days between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - School Administration

## Status history

May 19

NOT STARTED

May 19, 2018
**Evidence**
Professional learning sessions taking place at the school during and after the school day & sign-in sheets

NOT STARTED

Ongoing professional learning for teachers on Webb's Depth of Knowledge with follow-up during Principal-Directed Prep session, formal and informal classroom observations, and peer observations spanning September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Administration

## Status history

May 19

NOT STARTED

May 19, 2018
**Evidence**
Lesson/Unit plans

ON-TRACK

Develop a schedule that allows for co-planning to exist between resource and general education provider, focused on building the capacity of all staff members to provide accommodations, modifications and differentiated instruction between June-August of 2018."

Jun 25, 2018 to Aug 31, 2018 - Scheduling Team & Administration

## Status history

May 19

ON-TRACK    May 19, 2018
**Evidence**
School-wide schedule

Strategy 2

NOT STARTED

Teacher preparation and collaboration time will be used towards developing higher-order thinking techniques and strategies which will be implemented in the classroom with follow up during Principal-Directed Prep sessions, formal and informal observations and peer observations between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Grade level teams, Special Education providers

## Status history

May 19

NOT STARTED    May 19, 2018
**Evidence**
Grade level meeting agendas & minutes, PDP agendas & minutes

NOT STARTED

Field trips and cultural assemblies will be planned and developed on a quarterly basis to nurture the cultural relevance to school-wide curriculum and initiatives between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - All teachers, grade level teams and Special Education providers

## Status history

May 19

NOT STARTED    May 19, 2018
**Evidence**
Lesson/Unit plans and assembly programs/flyers

NOT STARTED

During weekly PDP meetings, time and attention is devoted towards aligning learning tasks, objectives and assessments to CCSS and the Depth of Knowledge between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Administration & PDP Leadership Team

## Status history

May 19

NOT STARTED    May 19, 2018
**Evidence**
Lesson/unit plans

NOT STARTED

MTSS tiered intervention process is utilized school-wide with fidelity; teachers collaboratively decide how students receive intervention and data is collected to inform this framework spanning from September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Classroom teachers & MTSS Team

## Status history

May 19

NOT STARTED    May 19, 2018
**Evidence**

MTSS meeting minutes & agendas, PDP minutes & agendas, lesson/unit plans

ON-TRACK

Classroom teachers will use the language of leadership and the 7 Habits of Highly Effective People embedded within content area curriculum so as to empower students to lead discourse spanning from September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Staff Lighthouse Team, individual classroom teachers, PDP Leadership Team, School Administration

## Status history

●
May 19

ON-TRACK    May 19, 2018
**Evidence**
Lesson/unit plans, feedback during weekly Principal-Directed Prep meetings, formal & informal observations.

ON-TRACK

Depth of Knowledge is reflected within teacher lesson planning, classroom instruction, learning products and assessments spanning from September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Administration, PDP Leadership Team & individual classroom teachers

## Status history

●
May 19

ON-TRACK    May 19, 2018
**Evidence**
Lesson/Unit plans, bulletin boards, displayed student work and projects, and teacher-created assessments

Strategy 3

NOT STARTED

Develop and employ a behavior system that guides students to take ownership, resolve conflict, learn from their actions, and celebrate positive interactions between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Teacher leadership Team, School Counselor & Administration

## Status history

●
May 19

NOT STARTED    May 19, 2018
**Evidence**
CHAMPS Behavior guidelines visible in each classroom

NOT STARTED

Students and teachers recognize and embrace each other's genius through designated weekly community-building activities between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Individual classroom teachers

## Status history

●
May 19

NOT STARTED
May 19, 2018
**Evidence**
Bobcat Bucks issued to students for positive behaviors, participation in weekly Bobcat Buck store time, Bobcat Blasts posted outside classroom doorways, staff shout-out boards, weekly administrative recognition via the staff bulletin

NOT STARTED

Individual teachers will develop a system of positive home-school communication to forge relationships that serve to empower and build-up learners and decrease student misconduct between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Individual classroom teachers

## Status history

May 19

NOT STARTED

May 19, 2018
**Evidence**
Teacher phone logs

NOT STARTED

Classroom celebrations and school-wide leadership assemblies built into the school calendar and implemented between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Grade level teams

## Status history

May 19

NOT STARTED

May 19, 2018
**Evidence**
Grade level meeting minutes, school website calendar

NOT STARTED

Student-planned and student-led Academy Days in grades 7-8, each focusing on Leader in Me principles developed and implemented between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Middle School Teachers & School Administration

## Status history

May 19

NOT STARTED

May 19, 2018
**Evidence**
Meeting minutes between middle school teachers and Student Lighthouse Team & Academy Day agendas

NOT STARTED

Kindergarten - 6th grade teachers will replicate the middle school's Academy Day activities, as appropriate for the ages and development of their students and conduct these on a quarterly basis between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Grade level teams & School Administration

## Status history

May 19

NOT STARTED

May 19, 2018
**Evidence**
Grade level meeting minutes & agendas

NOT STARTED

Staff handbook lays out plans for collective ownership of students by all staff members developed between July - August of 2018 and presented to staff in August 2018."

Jul 01, 2018 to Aug 31, 2018 - School Administration & individual classroom teachers

## Status history

May 19

NOT STARTED | May 19, 2018
**Evidence**
Minutes kept during staff meetings

NOT STARTED

Monthly instruction around diverse themes such as African-American History, Women's History, Hispanic Heritage, American-Indian Heritage, Disability Awareness, etc. between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Individual classroom teachers, Arts Department, student leadership teams and School Administration, grade level teams

## Status history

May 19

NOT STARTED | May 19, 2018
**Evidence**
Planning session minutes/agendas, school calendar, community invitations/flyers & lesson/unit plans

NOT STARTED

Student-led quarterly assemblies and/or celebrations around identified themes developed and implemented between September 2018 - June 2019."

Sep 12, 2018 to Jun 21, 2019 - Student Lighthouse

## Status history

May 19

NOT STARTED | May 19, 2018
**Evidence**
Event programs, Student Lighthouse meeting minutes

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.

> We will distribute the Parent Involvement Policy to all parents and have it available on our website and in the main office. When the Parent Advisory Council is created, they will work with the Principal to ensure the plan's implementation.

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

> On September 13, 2018, the Principal will hold the Annual PAC meetings. Notices and agendas will be made public and posted on the interior and exterior of the school, as well as the school website and interactive calendar.

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.

> When parents bring concerns to the school, whether to the Principal, LSC or PAC, the Principal will respond both verbally and in writing.

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 school-wide assessments will be distributed to parents throughout the school year so parents have an understanding of their child's performance.

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.

> When a child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined by the Title 1 Final Regulations, we will send a notice letter to each parent.

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.

> Newberry's Principal will work with parent and staff leadership teams to develop, advertise, and execute parent workshops throughout the school year. The Principal and staff will communicate in written and verbal forms with parents so parents understand grade level goals and how their children can demonstrate acquisition of learning standards.

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.

> Title 1 intervetionist will work with the PAC and Principal to develop and implement parent training sessions and other parent involvement activities at the school to increase family connectedness and parental understanding of grade level expectations.

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.

> Professional learning for staff will include understanding the various needs of all children. School staff will maintain clear, purposeful and two-way communication with families to increase connection to the school community.

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.

> Title 1 PAC activities will be available to all families to increase home-school connection and maintain clear dialogue of academic goals with families.

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.

> Newberry will provide notices, agendas and information related to the school, parent programs, meetings and other activities via main office posting, public posting and the school website.

Policy Implementation Activities

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

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

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

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

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

> 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.)

> Through the integration of technology, with an emphasis on reading, math and science, Newberry Academy will provide it's students, including those with disabilities, a program of high standards.

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.

> Newberry Academy follows the standard CPS calendar and will hold parent meetings during Parent-Teacher Conference Days during Quarters 1 and 3. Outside of those opportunities, teachers and administrator are available for meetings with parents and teachers to support their student's academic achievement.

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

> The school will provide regular reports through the standard Progress Reports, Report Cards and Parent Portal. Parents will recieve paper copies of these reports and will have assistance from school-based staff to gain access to the CPS Parent Portal system.

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

> Newberry provides access to staff between 7:30am-2:30pm Monday-Friday. Teachers are also responsive through telephone calls and CPS email. Teachers will coordinate with parents to find a mutually convenient time to meet and discuss their child's progress.

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.

> Provided that parents complete the necessary CPS background check documents, parents pay fully participate in during school day sessions as volunteers and participants to aid in their child's progress.

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

Newberry will assist parents as they support their children's learning by scheduling regular meetings to disseminate new information and deliver quality professional development to families. Through teacher and school-wide communications home, parents will learn about homework help and other workshops to aid them as they develop their children.

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

Newberry parents will participate in decisions relating to the education of their children. The Principal will send home calendars notifying parents of LSC meetings, PAC and PTO meetings.

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

Our students will share responsibility for their improved achievement by demonstrating habits of leadership and practicing these habits at home and at school.

## 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.

Between September 2018 and June 2019, Newberry Academy PAC members will work with school administration to develop meaningful learning opportunities. These opportunities will arm parents with skills to help their children access and achieve school-wide goals. Parent trainings will focus on Leader in Me home component, reading foundational skills, and skills building around the area of family social-emotional development.

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** <br> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ Amount .00 |
| 53405 | **Supplies** <br> 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. | $ 453 .00 |
| 53205 | **Refreshments** <br> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ 250 .00 |
| 54125 | **Consultants** <br> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | $ Amount .00 |
| 54505 | **Admission and Registration Fees, Subscriptions and memberships** <br> For Parents use only. | $ 1000 .00 |
| <p>54205</p>**Travel** | Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ Amount .00 |
| <p>54565</p>**Reimbursements** | Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 | $ Amount .00 |

parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

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

$ Amount .00

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

$ Amount .00

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

$ Amount .00

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